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ABSTRACT

Phase 1 of a 2-phase project consisted of a series of 9 workshops designed to help teachers use the communicative approach to second language teaching in planning lessons. The workshops in turn resulted in a collection of 118 teacher-developed communicative activities and lesson plans in these categories: (1) developing communicative skills in the foreign language class; (2) adapting textbooks to foreign language course objectives; (3) teaching the target culture through the target language; (4) the role of audiovisual materials in developing oral proficiency; and (5) evaluating communicative skill development in the foreign language classroom. Contents on developing communicative skills in the foreign language classroom are subdivided into sections of listening comprehension, developing creative and communicative activities, and syllabus design for interactive learning. Each section of the collection addresses a different category or subcategory, and within each section is an introduction and a series of teacher-designed lesson plans. The lesson plans are language-specific but can be adapted to other languages. (MSE)

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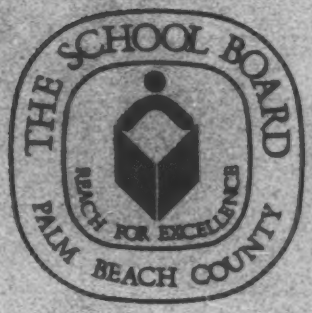
FOREIGN LANGUAGES:

Teaching for Communication



A Compendium of Teacher-Authored Activities for Foreign Language Classes

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Richard D. Saporita

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Foreword

The reports and lesson plans contained in this volume were produced by Southeast Florida foreign language teachers in a program funded through a grant provided by the United States Department of Education, "Secretary's Discretionary Fund: Critical Foreign Languages Program".

The grant resulted from a collaborative effort between the Department of Secondary Education of the School Board of Palm Beach County and the Department of Languages and Linguistics of Florida Atlantic University in the continuing pursuit of excellence in inservice opportunities for foreign language teachers in the South Florida area. The program was divided into two phases. This compendium is a product of Phase I.

Phase I consisted of a series of nine, Saturday workshops held on the Boca Raton campus of Florida Atlantic University. The project focused on how teachers can develop their own communicative activities for use in their classrooms, and how using communicative activities not only increases student interest and participation, but also helps the student to develop the oral skills necessary for successful communication in the target language. Each workshop was conducted by an expert on the particular topic scheduled for that session.

Each of the forty participants in Phase I was required to write a brief report on how the techniques and methods of instruction covered in each session could be incorporated into his/her lesson planning, and to create an actual lesson plan based on the report. Most participants successfully implemented the lesson plans before submitting them for replication.

More than three hundred reports and lesson plans were submitted and one hundred eighteen were selected for replication and distribution to the entire group of participants for use in their own classrooms. The reports and plans in this work are language-specific, but the activities are universal and may be adapted for use in any modern foreign language classroom.

November, 1987

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SESSION I

Developing Communicative Skills in the Foreign Language Class I

"Listening Comprehension"

Dr. Isabelle Kaplan,
American Council on the Teaching of Foreign Languages

Listening comprehension is one of the four skills that Foreign Language Programs pretend to include in their instructional design. It has recently received renewed attention as being one of the "receptive skills" that play an important role in the process of learning a foreign language. The "Input +1" hypothesis has cast a new light on its value and the part it needs to assume in the foreign language curriculum if students are to be trained to use language communicatively in and out of the classroom. Listening comprehension must therefore be re-examined in the light of its characteristics as a skill. The analysis of:

a. the strategies used by the listener,

b. the motivation for listening in the real world,

c. the text types that belong to real life listening

helps re-define listening comprehension as an integral part of the development of communicative ability. It also helps focus on the approach best suited to develop and structure related activities for the development of listening comprehension in students of a foreign language. The impact and role of listening comprehension must be re-examined within the general foreign language curriculum and in its relationship to the other skills within teaching and planning for functional use of language.

This workshop will use authentic material in recorded or videotaped forms to analyze the characteristics of listening and develop a functional approach to the selection of texts and listening activities in a communicative framework of instruction. Finally discussion will focus on the place of this skill in the foreign language curriculum and its relation to the other skills.

Barbara Irene Bohuny
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Listening is considered one of the basic communication skills, but has not been given due emphasis in learning and testing activities in many foreign language classrooms. Isabel Kaplan's presentation focused on listening as more than a passive, receptive skill; the brain is actively involved in recognition and analysis of meaningful constituents--experiencing and decoding comprehensible input.

Listening produces understanding. Listening and reading skills develop faster and have less attrition than speaking and writing skills. Their value extends long after classes are finished and provides access and enjoyment as part of the global education of the individual.

When selecting listening materials, we need input images and content which are both authentic and meaningful to the students' own world knowledge, so that they can "hook on" and relate easily. In January of our second year, there is a chapter in which Spanish teenagers take turns relating past summer vacation experiences of working and traveling. Expanding this scenario, students will listen to two brief recordings of native speakers telling about their recent winter vacation experiences. A brief simple task will follow to check general understanding. After a second hearing, more specific information will be checked in another brief practice task, perhaps multiple-choice items in Spanish.

The next day, one of the two listening passages will be heard again with an oral question-and-answer activity to follow, in which individuals can ask and respond in Spanish to questions they see on the blackboard or overhead projection.

A guided essay paragraph will be assigned as a post-listening follow-up in which the students share a recent vacation experience.

Barbara Irene Bohuny
January 10, 1987

Developing Communicative Skills in the Foreign Language Class

LESSON PLAN

(After several days into the unit in which the summer experiences have been studied...)

FIRST DAY:

1. Introduce listening activity: Ask who (how many) traveled out of town during the holidays (to where) and who (how many) worked (and work).
2. Listen to tape of one boy and one girl (Hispanic), and try to guess what they did after the first hearing, brief, simple task.
3. After second listening practice, do multiple-choice practice task.
4. Review preterit tense forms and discuss their use in the listening passages.

NEXT DAY:

1. Play recording of just one of the native speakers (for the third time).
2. Question and answer practice in Spanish. Solicit individual participation of the reading and answering of the questions projected by the overhead projector.
3. Assign essay paragraph (with guideline questions) on students' personal experiences. Use preterit tense.

Margaret L. Kroening
January 10, 1987

Developing Communication Skills in the Foreign Language Class I

In Nos Amis, Chapter 15 devotes itself to skiing in Montreal. Along with the ski terms comes a discussion of weather as well as a discussion of health and injuries. Here in South Florida, this offers a unique chance to discuss topics people in other parts of the country take for granted--winter sports and winter weather.

In order to help advance listening skills in French, I have opted to have two of my native French speakers from my advanced class do a short (30-60) second) dialogue on an imaginary ski trip. I gave them almost no instructions other than time. I wish this to be as "natural" as possible. It will, however include such information as where they will go, what they will wear and take, and what the weather forecast is, etc.

Using Dr. Kaplan's formula for the three-step listening comprehension exercises, I hope to generate not only ability, but also enthusiasm in my French II class. The non-native students in the classroom are at the intermediate range of listening ability, although most native utterances they have heard have, of necessity, come from the CORE program tapes which accompany our books.

Margaret L. Kroening
January 10, 1987

Developing Communication Skills in the Foreign Language Class I

LESSON PLAN

Listening Comprehension Exercise:

Materials: Posters, travel brochures for ski trips, maybe even some ski equipment, snow pictures, ads. One tape of two students discussing their upcoming ski trip.

Advanced Organizer: Show travel brochures, ski posters, snow pictures, ads for ski equipment, and any ski equipment available. Ask if anyone has ever been skiing. Discuss northern ski vacations, weather, equipment, maybe even Celsius vs. Farenheit temperature. Talk about what type of equipment is needed, cost involved, how difficult the sport is, etc.

1st Listening: On the first listening, ask the students any of the following questions:

1. Where are the boys going to ski?
2. What is the weather like?
3. Are they renting skis?
4. Are they good skiers?

2nd Listening: From the list in front of you check off each item of ski equipment mentioned in the dialog.

1. skis
2. boots
3. goggles
4. ski jacket
5. gloves
6. ski poles
7. pants
8. sweater
9. hat
10. scarf
11. ski lift
12. chalet/lodge

3rd Listening: Answer the following questions.

1. When are the boys leaving for the ski trip?
2. Who else is going, if anyone?
3. How long will the boys be gone?
4. How will the boys get to the slope?
5. How long will it take to get there?

Post-Listening exercise: In French discuss one of the following.

1. What are the advantages of skiing?
2. What would you do if you had an accident on the slopes?
3. Imagine that you are sitting around the fire in the lodge after a long day of skiing. Tell your friends about what happened on the slopes that day.

For.Lan./JOB2(2); 9/29/87

Patricia Chandler
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

The point of Ms. Kaplan's presentation that was the most meaningful to me was that listening is a productive skill in itself. Exercises can be used for the sole purpose of listening for understanding, bearing in mind that texts and tasks related to these texts must be meaningful to the listener. Therefore, to asses a student's comprehension of a text, questions concerning the text must begin simply and may even be in the student's native language, rather than the target language, particularly for beginning students.

To incorporate this point into my lesson, I began with a short discussion of shopping, followed by references to bargaining and the students' experience with bargaining. This was followed by a short filmstrip and tape in which the Puente family was going shopping for gifts for their friends, the Spencers.

I showed the filmstrip and asked the students just to listen for understanding. I then asked them where the filmstrip took place and the names of some of the items that might be bought there. Then I gave them a worksheet with a list of ten items, followed by two columns, one marked "yes", the other, "no". Students were to determine by watching the filmstrip a second time whether the Puentes bought each item.

Following a discussion of the worksheet, the filmstrip was shown a third time and questions concerning the bargaining process and how it was used in the filmstrip were discussed. All discussion was in English with references made to Spanish words and phrases. Because of this, students seemed more responsive and comfortable discussing what they had heard, without worrying about pronunciation, word phrasing, and other skills related to speaking, instead of listening.

Patricia Chandler
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

LESSON PLAN

Text: Nuestros Amigos

Objectives: The student will listen for general understanding.
The student will identify items and terms related to shopping.
The student will recognize the bargaining process as it is used in Mexico and other Spanish-speaking countries.

Pre-listening Activity: Discussion of shopping and bargaining experiences.

Listening Activity:

1. Show filmstrip with tape.
   (Lesson 16, Nuestros Amigos)
2. General discussion.
3. Hand out worksheet and give instructions.
4. Repeat filmstrip.
5. Discussion of worksheet.
6. Repeat part of filmstrip in which bargaining is shown.
7. Question-Answer session on bargaining.

Post-listening Activity:
Assignment - Students divide into groups of 4-5 and compose a short skit in which they go shopping for an item and bargain for a better price.

For.Lan./JOB3(2)
9/29/87

Nicole Gumbrill
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

The order in which we learned our native language has been through listening and repeating. The same goes for learning a foreign language. By listening, the students learn something new, they also extend their vocabulary, for when they do not know, they have to research, look for definitions or try to define it from the context. The subject matter should be interesting and there should be access to the topic in order that the listener get positive feedback and be able to concentrate. The script should be well written, with an introduction, spoken slowly and clearly. A vocabulary list should be given to the listener to prepare him and repetition of the script should occur. The more active the participation, the more the students will participate. Through the constant interaction of listening and repeating, the students will be led to speak.

Different methods such as oral drills, and communication through sharing of experience, develop the access to the language and to the world. Listening leads to speaking, speaking to writing and writing to reading.

The main purpose of listening is to extract meaning through the identification of the proposition and the interpretation of the message. The information is not all in the message, it is in the head and ears of the listener.

There are different levels of proficiency and ability which a teacher must remember in order to organize the right drill for the proper class with the right input matching the tasks with the text. These levels are novice, intermediate, advanced, superior and distinguished. The different listening tasks that can be used are matching, transferring, transcribing, scanning, graphs, extending, condensing, answering and predicting. The teaching procedures one should follow in order to attain the objectives are as follow: 1) a simple task, 2) a more specific task with details, 3) answer questions to help develop memory, 4) a post-listening activity: speaking, writing or reading activities.

Mrs. Kaplan told us that a great way to achieve and follow through those techniques is with the help of audio-visual methods such as T.V. advertising, tapes of different kinds, records, taped conversations, etc... Mrs. Kaplan's class was very interesting and will help me with teaching French in a more proficient way.

Nicole Gumbrill
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

LESSON PLAN

Planning French II, Chapter XV: Ski au Quebec

(one half hour of the class will be spent on the following tasks, the other part of the class will be spent on grammar and chapter drills).

Monday

The students will listen and watch a winter weather report in French on video tape.

Objective 1: To tell in English what they understood.

Tuesday

Students will be shown the weather report again.

Objective 2: List in French the temperatures they hear.
Objective 3: What type of clothing should be worn under such weather conditions.
Objective 4: Activities done during such weather.

Wednesday

Complex task: Students will be asked to graph an imaginary trip to a ski resort in French.

Thursday

Stretching: Students will have to do the same as previous day but with an opposite season.

Friday

Advance task: Students will have to write in French their favorite of the two previous exercises and give reasons for their choice, using a minimum of 6 full sentences.

For.Lan./JOB4(2)
9/29/87

Michele Kelley
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

There was so much information provided in Kaplan's workshop--and all of it was very useful to me! Coincidentally, I am taking a class on instructional program development at FAU with Prof. Gorman, and many of the aspects of listening have been reinforced there. So the actual SKILL of listening and all of the steps and levels was most useful to me in preparing my students to be better listeners.

For my students, I found Kaplan's assurance that "hooking" onto their experience in English would not ruin them for life to be a welcome one. I have always found having some discussion before trying a new cultural experience to be helpful in alleviating some of the defensiveness that some people have for strange experiences. So I expanded that "discussion" somewhat to see if it helped or hurt. We have begun a new nine weeks with a Unit in our text which is simply Photo Plates of various scenes of markets, foods, restaurants, and people selling, buying or eating--all related to food. There is no Spanish text with this section; it is merely a collection of photos for discussion. In our plans, however, we expanded this section with word searches, crossword puzzles, and exercises to practice using related expressions and vocabulary. In doing so we wanted to explore with our students the topic that they love most--FOOD.

We first had to share experiences about strange, unknown products, eating habits, shopping experiences, open markets, unrefrigerated meat, odd flavors. Many students had traveled abroad and were eager to share their experiences; all had personal reactions about new and different culinary possibilities.

Finally, we watched a video program about a Mexican chef preparing several dishes in his kitchen, enthusiastically talking, chopping, and cooking his spicy dishes. Intermingled are scenes of markets while he shops, the pyramids, Xochimilco, and the bullfights. The students task, in addition to enjoying, was to listen for words that they knew and understood. These lists were then compiled and discussed.

Our final task was to cook enchiladas for our own enjoyment! MMM, delicioso!

Michele Kelley
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

LESSON PLAN

Spanish II - Nuestros Amigos

I. The student will listen to an introduction by the teacher about the variety of foods and food activities in Spanish Speaking countries. (students--Photo Plates after Unit 18; Teacher text intro)

II. The students, in groups of 4, will compile a list of all the vocabulary they are able to remember about foods. They will turn in one list per group, with all their names on it. They have 10 minutes to do this.

III. The lists will be compared and shared to develop a larger composite vocabulary on the board/or overhead in word groupings of nouns, verbs, adjectives, etc. All students will copy this list for their notebooks.

Day 2

I. The students will read and complete a cloze worksheet based on the text of Photo Plates--Foods.

II. The students will work in groups, completing word search puzzles and other vocabulary/grammar practice.

Day 3

I. The teacher will lead a discussion about Mexico, food in Mexico, smells and flavors of Mexican cuisine, market-place, vendors, etc. Students will be asked to share their experiences as much as possible.

II. The teacher will introduce the video with a brief explanation of what the students will see and how much they will enjoy it!

III. The students will each compile a list of words that they hear and recognize. Each student is asked to listen for 20 words; the lists will be collected.

IV. Once again, the lists are compiled and added to the students' word list in their notebooks. Their assignment is to study for a vocabulary test on the vocabulary that has been developed.

For.Lan./JOB5(2)
9/30/87

Joan Urbaniak
January 10, 1987

Developing Communication Skills in Foreign Language Class I

In preparing my lesson plan, my first consideration was to develop a lesson which would "hook the script" of the student. I chose a McDonald's commercial because it seemed to be something they could all relate to.

In addition, I wanted to prepare an activity which they would find "easy". I wanted them to feel successful. I developed a handout with only two possible choices so at the outset, they were insured of at least a 50% chance of success. In developing the handout, I also tried to "sneak in" a large portion of the commercial's script. (Handout, question 5).

Some of my students have had experience traveling abroad, and I intended to capitalize on their knowledge of the presence of American fast-food chains abroad by inviting them to participate in the Advance Organizer discussion. I also wanted to point out how we can get "homesick" for our familiar foods.

The Advance Organizer discussion was expanded to include an appreciation for the importance of certain foods to certain cultures, the exportation of the culture along with the food, etc.

The discussion concluded by asking the students to get in touch with how they feel about the Cuban/Hispanic presence here in South Florida. They were also asked to think about how Mexicans, Spaniards, Nicaraguans, etc. might react to our presence or our corporations' presence in their countries. Benefits/drawbacks.

I tried to develop a climate where the students would be more apt to become emotionally involved in what was happening in the lesson. All the discussion lent a measure of importance to something as simple as a one-minute commercial.

Joan Urbaniak
January 10, 1987

Developing Communication Skills in Foreign Language Class I

LESSON PLAN

Objective: To listen for general understanding.
To develop an awareness of cross-cultural influences.
Micro skills: To infer meaning from context i.e., to develop ability get the gist without knowing each individual word.
Pre-listening activities: Relate back to Sanborns p. 68 (Nuestros Amigos) and engage in discussion about where to buy American food. Invite participation from students who have traveled abroad. Discuss relationship between food and culture. Acceptance/resentment of American presence abroad. Acceptance/resentment of Hispanics here.
Teaching procedure: Play video showing Spanish version of McDonald's commercial. Students listen just to get gist. Distribute handout. Students read Q/A and then listen to second playing of tape. Students select answers from choices given. Review Q/A with entire class. Play tape again.
Post-listening Activity: Give equal time to Burger King, Wendy's, etc.. Tape video commercial at home and bring to class.
Make place mats using food terminology as background.

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HANDOUT

Choose "a" or "b".

1. ¿Adónde quiere ir la señorita después de la película?
   a. a la casa de su amigo b. a un restaurante
2. ¿Qué quiere decir "película" en inglés?
   a. movie b. hairdresser
3. En tu opinión, ¿ por qué quieren ir la señorita y su amigo a McDonald's?
   a. tienen sed b. tienen hambre
4. ¿Para qué quieren ir a McDonald's? a. Para comprar la "doble atracción."
   b. Para comprar un postre delicioso.
5. ¿Qué es la "doble atracción"? a. Un batido de chocolate con una doble porción de helado y chocolate g. Una hamburguesa con doble carne y doble queso y un doble tamaño de la porción regular de papas fritas.
6. ¿Quiénes son las cuatro personas que vemos al fin del comercial?
   a. la señorita, su amigo, y sus padres
   b. la señorita, su amigo, y dos actores

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For.Lan./JOB6(2)
9/30/87

Diane Taylor
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

I feel that students, especially those in level one, need to develop better listening skills. During this particular workshop, we were presented with many different (and useful) aspects and ideas on how to develop these skills.

I am working with the intermediate level students for this particular lesson plan. I like the idea of having the students listen to native speakers (as we listened to the radio broadcast during the workshop), since they are beginning students. They will fill in missing words, listen for information, ask questions in Spanish, and then prepare their own conversation. It is to our advantage to live in this area and have available to us many Spanish speakers, Spanish television, etc.

Occasionally I play a song in Spanish and give the students a copy of the words (with some words missing). They must listen and fill in the words. However, for the chapter dealing with the telephone, I chose to tape a conversation (using two Spanish-speakers), and provide the students with a copy, but with some familiar words missing. If possible, it's even better to have the two Spanish people to come to the classroom. Of course, that's not always possible.

As I mentioned in the lesson plan, I discussed with the class beforehand as a warm-up our telephone habits (U.S.A.). I also mentioned the activity itself, as well as several follow-up activities.

Diane Taylor
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

LESSON PLAN

Preparation - Discuss phone etiquette here in the USA (how we answer the phone, how long we talk, topics, accessibility, etc.)

Activity - Play a tape of conversation (between 2 native speakers) of a phone conversation (discussion of their classes, teachers, school). Then pass out the script with the conversation written on it, but leaving out some familiar words and/or phrases. Play the tape again and have them fill in the words that are missing. Also on the chart I'll have a chart with some of the information already filled in (subject, teacher's name, time of class, etc.), and they must fill in what's missing according to the conversation. It's also fun to have the students draw or describe what they think the people look like (if they don't know them).

Follow-Up - Read the conversation aloud with the students, making the suitable corrections when necessary. Have the students try asking each other questions (impromptu) about the conversation. Their assignment is to write and present their own conversation to the class. I provide several topics from which to choose.

For.Lan./JOB7(1-2)
9/30/87

Joy Bozicevic
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

As a result of what Ms. Kaplan presented, I realized that much of what is identified as listening comprehension testing in our series is really memory testing. I discovered that I need to stretch what is given us in our tapes to make it more meaningful listening. I also want to locate more authentic French audio-visual materials to use for this purpose.

Another important point was the importance of finding ways to "hook into" the students' experiences and interests in order to give them a reason to want to listen well.

I chose an activity for lesson 8 in Nos Amis which I will use in a few weeks. Students generally care about food, and the cultural aspect of a French meal is interesting.

Ms. Kaplan advocated allowing the students to hear unfamiliar material several times, checking comprehension at progressively more complex levels. I have tried to implement this in the lesson plan.

HORS D'OEUVRE	CLAIRE	MAMAN
une soupe de légumes		
une salade de concombres		
des carottes		
du pâté et du jambon		
du saucisson		
VIANDE		
du bifteck		
du poisson		
des côtelettes d'agneau		
un gigot de mouton		
une tranche de gigot		
un poulet rôti		
une salade		
du fromage		
DESSERT		
de la mousse au chocolat		
de la glace		
des fraises		
une tarte aux pommes		
un gâteau		

For.Lan./JOB8(1)
10/1/87

Joy Bozicevic
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Correlation: Lesson 8 Nos Amis
Listening Material: Comprehension Tape, Exercise 7

Objectives:
To recognize food vocabulary as it is heard
To identify speakers' comments as positive or negative

Micro Skills:
To identify choices of food items as they are suggested
To recognize the choice as it is made
To identify ideas of what makes a good meal

Pre-Listening Activities:

1. Discuss the value French people place on food, the importance of having a good meal for company.
2. Ask students to contribute situations when their family plans a special meal.
3. List on board ideas of things that might be served in the following categories: hors d'oeuvre, viande, legume, dessert. Depending on time, student may be asked to rank these items.

Teaching Procedure:

1. (simple task) Listen once to the tape of listening comprehension exercise 7, lesson 8. Identify one or more food items mentioned in the conversation in the following categories: hors d'oeuvre, viande, legume, dessert.

2. (more specific task) Listen a second time and mark the grid identifying which person does not want that item to be served.

3. Listen a third time. List the menu as Claire and her mother decide on items.

4. Answer:
   a. Qu'est-ce que Claire aime mieux: le fromage, les legumes, ou le dessert?
   b. Où vont-elles pour acheter ces choses?

Post Listening:

Divide students into groups of four. For homework, each student prepares a menu for a dinner that they would serve to the members of the group. The next day, each student presents his/her menu to the other members of the group. After hearing all proposals, the group ranks the meals in order of their preference, 1-4. Share the most popular menu with the class.

For.Lan/JOB8(2); 10/1/87

Candice Gartel Blanco
January 10, 1987

Developing Communication Skills in the Foreign Language Class I

Listening comprehension is an invaluable tool in the development of communicative skills in the foreign language class. It is an active skill requiring not only scanning, matching and transcribing of material but also the ability to extend, condense and evaluate the same. At these varying levels of accomplishment a student is rewarded with understanding and consequently an overall feeling of success. Factors that determine the depth of listening comprehension include context, past knowledge and the ability to hypothesize.

Pre-listening activities greatly enhance the value of listening comprehension as the student and teacher begin to activate a script that will combine with material being presented in class and produce an understanding that is not only superficial but more importantly experiential.

The attached lesson plan begins with a pre-listening discussion of the advantages and disadvantages of teenagers working during their high school years. This "high-novice" Spanish class is then asked to listen to a tape of a native speaker relating a personal work experience. The speaker relates several facts and also his reactions to different facets of the job. The facts including place of employment, items sold and responsibilities. The more difficult task to follow is the completion of a checklist to demonstrate understanding of the speaker's attitude. The listener will decide if the items listed are regarded as advantages or disadvantages of working the speaker's opinion.

Lastly, the student will produce a written job description of an ideal employment situation for himself or herself.

Candice Gartel Blanco
January 10, 1987

Developing Communication Skills in the Foreign Language Class I

Tape of Native Speaker Description of a Work Experience

Level: Spanish II

Objectives: To develop listening comprehension skills as the student identifies objective and subjective information in native speaker discourse.

Advanced Organizer: Brainstorming in groups to decide advantages and disadvantages of employment in after-school and/or weekend hours.

Activity No. 1 (simple task): Play tape once. During second playing of tape have students complete the following multiple-choice questions.

1. ¿Hace cuántos años que trabaja aquí?

   a. uno b. dos c. tres d. cuatro

2. ¿Cuál es su puesto en este negocio?

   a. el camarero b. el cajero c. el cliente

3. ¿Cuánto gana a la hora en este empleo?

   a. $2 b. $3 c. $4 d. $5

4. ¿Cuántas horas a la semana trabaja esta persona?

   a. 5 b. 15 c. 50 d. 500

5. ¿Por qué no trabaja más?

   a. Tiene que estudiar. b. Tiene que manejar.
   c. No se acuerda del horario.

6. ¿Cuál de estos artículos no vende?

   a. pan b. medicina c. jarrones d. cereales

7. ¿Cuántas personas trabajan en esta tienda?

   a. 5 b. 15 c. 50 d. 500

For.Lan./JOB9(2)
10/1/87

8. ¿Cuántos supervisores ha tenido este chico?

   a. uno b. dos c. tres d. cuatro

9. ¿Quién fue la segunda supervisora?

   a. un caballero b. una pescadora c. una mujer

10. ¿Cómo son los gerentes?

    a. jovenes b. ninos c. mayores

Activity No. 2 (difficult task): Play tape a third time and have students decide whether speaker seems to view the following aspects of his job as an advantage or a disadvantage.

		Ventaja	Desventaja
1.	el empleo en general...	_____	_____
2.	si tiene que trabajar 40 horas a la semana...	_____	_____
3.	la variedad de artículos que vende...	_____	_____
4.	la estabilidad de los supervisores...	_____	_____
5.	el futuro de esta tienda...	_____	_____
6.	el manejo de su dinero...	_____	_____
7.	el dinero que recibe cada semana...	_____	_____

Activity No. 3 (follow-up): Have students write about an imaginary work experience that appeals most to them. They should include the type of business, hours worked, money earned, types of employees and employers and possible extended benefits of the job.

Linda Dardeen
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Dr. Kaplan's workshop made me realize how easily listening comprehension exercises can be incorporated into classroom activities. Her use of video prompted me to turn to the A Vous la France series that has been correlated with our textbook in the Curriculum Guide. Chapter 1 of A Vous la France ties in well with Chapter 5 of Nos Amis. In both, students are ordering in a cafe. There was also a short bakery scene where a girl buys croissants and bread, and a scene where a young man asks for a map in a tourist office. This portion of the tape gave the students a chance to hear familiar French spoken in different context, to learn a few new expressions, to guess the meaning of some new words from context, to review grammar presented in earlier lessons, and to see certain cultural aspects of French life.

The lesson plan attached focuses on the interview segment of the tape where passers-by on the streets of Grenoble were asked what there was to do and see in their town. I made sure the students understood the question the interviewer was asking so that they knew what they were listening for. The task was made easier for them because there were many cognates. They were able to guess from context or exposure to other languages the meanings of some of the other things mentioned. Each scene is presented twice so the students had a chance to absorb more the second time. The text of all scenes appears in the accompanying book available through ITV. Ask for the Notes for Teachers as well.

For.Lan./JOB10(1)
10/2/87

Linda Dardeen
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

French I
Objective: Listen for general understanding

Microskills:

1. Students will recognize familiar vocabulary in new context.
2. Students will infer meaning of new vocabulary from context.
3. The students will hear and understand a variety of speakers.

Pre-listening activities:

1. Nos Amis Chapter 5 deals with things to do on a day off. The tape continues with things to do in Grenoble.
2. Talk about Grenoble as a ski resort in the mountains. Show them where it is on the map.

Listening activity: Ask students to listen for things to do in Grenoble.

sports-ski
montagne
spectacles
musee
cinéma
théatre
musique
église
promenades
café

(My students came up with the list. The teacher may want to provide a list including items not heard and ask the students to check off the ones they hear).

Explain: place, rue pietonne

Second listening activity: 1. context clues for la luge, je vous en prie.
2. Notice what seasons are mentioned.

Post listening Activities:

1. Ask students to make a list of things we can do here. (In French where possible, will help with terms they don't know in class.)
2. There are additional short scenes in the book A Vous La France that might be acted out by student or taped for more listening practice.
3. Students might take a poll of favorite things to do among class members.
4. Students might act out an original restaurant scene, similar to what was seen on the first part of the tape.

For.Lan./JOB10(2)
10/2/87

Fatima Hicks
January 10, 1987

Developing Communicate Skills in the Foreign Language Class I

All four language skills, reading, writing, speaking and listening are communicative and cross-fertilize; however, it is particularly important for the global individual to achieve mastery of listening and reading comprehension.

The importance of listening comprehension has been substantiated through research and experience, now the challenge is to conscientiously plan for the development of the listening skill in the curriculum.

In planning, two different factors need to be considered: the selection of the material, which should be authentic, and the preparation of the listener.

The following questions were considered in the selection of the materials:

Why do we listen?	to obtain information, to receive assistance, or be of assistance to others.
What turns us off?	information which is too difficult for us to decipher.
What makes it difficult?	the speed or condensation.
What would make it easier?	a pause in the broadcast or the opportunity to listen to it more than once.

In the preparation of the listener the following question was addressed:

When do we listen best?	when we feel confident about the knowledge of the topic being discussed, and when something is expected of us.

The activity I chose for the incorporation of these principles into my curriculum complements a chapter on health.

On Sunday, January 11, 1987, I videotaped from Channel 23 the show "Viva la Salud". From this show I selected an interview portion for its empathetic value to the listener. In order to lessen the difficulty of the material I decided I would provide:

1. as an advanced organizer a discussion about health symptoms the students had felt or had heard others complain about.
2. a pause in the broadcast.
3. three opportunities to listen to the material.

A grid containing some of the materials in the interview was provided for facilitation of listening and to require that the students listen with a specific purpose.

The activity was extended to incorporate writing, reading and speaking skills by creating a drawing and description of an imaginary character (human, robot, monster) displaying certain symptoms. The drawings were then displayed to be matched with the descriptions by the class. Cures or remedies for the particular illnesses were also suggested by class members.

Fatima Hicks
January 10, 1987

Developing Communicate Skills in the Foreign Language Class I

Lesson Plan

TITLE OF LESSON: DESCRIBA LOS SINTOMAS

PERFORMANCE OBJECTIVES: 1.03 Describe objects, people, actions and personal activities. 2.02 Answer questions based on a conversation or other narrative.

SPECIFIC OBJECTIVES: to identify which parts of the body were named during the interview.
to identify which symptoms were listed during the interview.

INSTRUCTIONAL MATERIALS: Videotape of "Viva la Salud"
Grid with parts of the body and symptoms
Transparency with parts of the body for discussion

THE TEACHER WILL:

1. Lead a discussion about symptoms associated with different parts of the body and with different illnesses.
2. Direct students to listen to the first playing of the interview with the purpose of identifying which parts of the body are mentioned.
3. Direct students to listen to the second playing of the interview with the purpose of identifying which symptoms were mentioned.
4. Direct students to listen to the third playing of the interview in order to correct their papers.
5. Assign the drawing and description of an imaginary patient and his symptoms.

THE STUDENT WILL:

1. Contribute symptoms they have felt or symptoms of which they have heard others complain.
2. Listen to three presentations of the interview.
3. Check on the grid those parts of the body and symptoms mentioned in the interview.

HOMEWORK: The student will draw a picture of an imaginary character with different health problems and describe his symptoms in a letter of consultation to a doctor.

FOLLOW-UP ACTIVITY: Display drawings to be matched with the descriptions by the class. Cures or remedies may be suggested by the class members.

EVALUATION: Homework and participation in follow-up activity.

For.Lan./JOB11(2)
10/2/87

Jane C. Vincent
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

In addition to the wealth of information presented by Ms. Kaplan, the one tool which I have found most useful in preparing this lesson plan was the outline that she recommended that we follow:

I. Objective(s)

II. Micro Skills

III. Pre-Listening Activity

IV. Teaching Procedure/Activities

A. Simple task for the first listening

B. A more specific task for the second listening

C. A task, possibly involving memory, for the third and final listening

V. Post-Listening Activity (perhaps one which stretches into another modality)

This outline gives one a solid and educationally sound blueprint to follow in preparing any learning activity. Also of great value was Ms. Kaplan's brief survey of appropriate TASKS for the listening phase. These included: matching, transferring, transcribing, scanning and grids, extending, answering, and predicting. Ms. Kaplan stressed the importance of matching tasks to (listening) text. One should also keep in mind that tasks must be designed to AID comprehension. (The learner is SUPPOSED to get the right answer/s!) An overly complicated task, or one which exceeds the listener's current skills will make it impossible for him to accomplish the objective of the exercise.

Jane C. Vincent
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

LISTENING TEXT

Grocery store commercial videotaped from Channel 23 or 51 featuring current week's specials.

OBJECTIVE

To listen to authentic native text for understanding.

MICRO-SKILLS

1. Identify specific foods from previously studied vocabulary (for example, Nuestros Amigos, Unit 7)
2. Identify foods not previously studied
3. Identify any non-food items mentioned

PRE-LISTENING ACTIVITY:

1. Ask the students to write five column headings on a piece of paper: BEBIDAS - CARNES - VEGETALES - FRUTAS - OTRAS COSAS
2. Ask the students to think about what they would need to buy if they were doing the grocery shopping for their family this week. "Brainstorm" for food and non-food items they would surely need and list them under the appropriate heading. (Carnes could be stretched to include main course types of food: eggs, pasta, etc. Be flexible). Non-food essentials would come under "otras cosas". When each column has at least five items, proceed to the Listening Phase.

TEACHING ACTIVITY/TASKS

1. Before playing the tape for the first time, direct students to listen for any foods that were on the lists just generated and to circle any items mentioned as the tape runs. Play the tape. After the tape is played ask students to name foods/non-foods mentioned in the ad that were on their lists.
2. Before playing the tape for the second time, ask if anyone heard any items mentioned that were not on the list. Add these items under the appropriate categories. This time, ask students to listen for any items not on their lists and to circle the new items if they were mentioned in the ad. After the tape is played, ask students to name any other foods mentioned under the appropriate heading. Then ask if anyone noted an item that might be a "mystery food". What did it sound like?
3. Before playing the tape for the third and final time, direct the students to listen for any "mystery items" and to try to remember (approximately) what that item sounded like so they can name it after the tape has been played. After the tape has played, add mystery items to the lists under the appropriate heading, if known.

POST-LISTENING ACTIVITIES

Ask a volunteer to look up the correct spelling of the "mystery food" in a dictionary or Spanish cookbook. Ask for volunteers to find recipes for the "mystery food" in Spanish cookbooks. Select one or two to prepare as a "mini-food-day".

For.Lan./JOB12(2)
10/3/87

Gina Marie Pachuta
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Ms. Kaplan's "Listening Comprehension" Session was one of reviewing recent theory and the practical application of those theories within the boundaries of curriculum requirements, of time, of materials and outside the boundless sphere of a teacher's imagination. Ms. Kaplan emphasized that although many theorists advocated true communication--useful application of oral language, that at times it is difficult to concentrate on that form of the target language when written materials are more accessible.

My memory was stirred and my creative self inspired once again as I listened to the listening activities which were so easily able to be incorporated into my lesson plan. The director of second language teaching from my university had spoken the very same words and again I compared those theories with my student teaching and actual teaching experiences and discovered that many times I would encourage my students to talk about themselves in the target language. Ms. Kaplan stressed the need for students to express themselves orally in the target language and that what would be of more interest for them to hear would be information about someone their own age or current topics or everyday expressions or such commonplace items as commercials.

I discovered how very possible it was to utilize cassette recordings of real Spanish conversations; tapping those resources so readily available to me. I chose a Puerto Rican speaker as he uses an accent which requires great concentration for non-native speakers and native speakers alike to comprehend due to the lack of use of final or mid-syllable "s" as well as other consonants. The Puerto Rican accent is beneficial to learn as many other Hispanic countries have adopted this form of speech. The Colombian speakers were chosen for the sheer beauty of the Spanish language spoken in the Andean countries which retain traditional Spanish pronunciation.

In conclusion, I feel that this lesson will add a spark of interest to the class without interfering with the required curriculum.

For.Lan./JOB13(1)
10/3/87

Gina Marie Pachuta
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

THEME: THE USE OF FORMAL SPEECH VS. CASUAL SPEECH FOR MID-YEAR SPANISH I.

ADVANCED ORGANIZER: 1. Review with situations where one is inclined to utilize either a polite form of speech or a more familiar manner.
2. The instructor asks students to list situations for which one speaks on a casual level and then those which require more formal speech.

SIMPLE ACTIVITY: A ten-item ditto listing varied conversational situations about which the student must judge whether to use the "tú" form of address or the "usted".

Method: Fill in the blank next to the situation listed with a "T" or "U". Exchange papers, correct in class. Students volunteer answers and give explanations. Instructor clarifies or corrects.

MORE COMPLICATED ACTIVITY: 1. A cassette recording of a conversation among native speakers. My sources: Colombian grandmother, Puerto Rican teenager and Colombian teen girl.
2. Instructor familiarizes students with setting of conversation, the age and gender of the speakers and their relationship to one another. The boy visits the girl at her home, greets her, holds a short conversation, then is introduced to her grandmother, greetings, short conversation, closing salutations.
3. The students listen to the cassette twice, with a concentration on content.
4. A third playing of the recording is given with the students instructed to write down the verb forms used by the speakers (only the tu and usted forms of address.)

POST-LISTENING ACTIVITY: Prepared questions are asked by the instructor in the target language regarding content. The questions begin quite simply, "What is the girl's name? Whose grandmother is it?" to more complicated items. The instructor repeats the answers given (if correct) and clarifies or corrects them. Then, the students are questioned in the target language by the teacher about the use of "tu" between the girl and her friend, the girl and her grandmother and the use of "usted" from the boy to the grandmother, etc.

CONTINUAL: (Follow-up activity) (using overhead) Add additional vocabulary-both old and new--for the purpose of specifying the speakers' register. Examples; POR FAVOR, Gracias senora, Por que nino?

FOLLOW-UP ACTIVITY: The students are assigned to list 5 new situations where the "tú" form of address is used and 5 new situations where the "usted" form is more natural. Then for each situation, write an explanation WHY?--to use "tú" or "usted".
For.Lan./JOB13(2); 10/3/87

Margarita Bello Jiménez
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Probably the most relevant point of this workshop session, for me, was the awareness that authentic material could indeed be used for listening comprehension activities. In the past, and perhaps because of personal experiences as a non-native speaker, I have been very reluctant to use materials which contained vocabulary that had not been formally introduced in class, not wanting to overwhelm students with incomprehensible material as I had been overwhelmed myself as a learner.

Looking at the situation from a new perspective, authentic materials may be the ideal vehicle to use, even and especially if they don't have all the previously learned vocabulary, so that students can use other comprehension skills, drawing upon visual clues, context clues, etc., while they are exposed to the real language of everyday communication.

By bringing in newspapers, magazines, job applications, letters, video tapes, songs, etc., teachers can bring in the real world to the classroom. By keeping in mind the basic guidelines on listening skills according to proficiency levels, and limiting and selecting the assignments within the scope of the students' levels, and limiting and selecting the assignments within the scope of the students' levels, the students can find themselves challenged, successful, and productive.

I am currently incorporating authentic materials for development of listening comprehension skills into my lesson plans, and hope to make this a permanent part of my program.

For.Lan./JOB14(1)
10/3/87

Margarita Bello Jiménez
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

Level I Spanish

Topic: Foods

Correlated to: Nuestros Amigos, Unit 7, "¡Cómo Comemos!"

Objectives:

- Students will listen for general understanding.
- Students will identify at least 10 words from Unit's vocabulary.
- Students will review numbers by listening to prices and dates.
- Students will become familiar with idiomatic expressions relating to food shopping.

Pre-listening activities:

- group discussion of favorite foods
- discussion of popular foods in target culture and their popularity in American culture
- assign students to bring in a local food ad from newspaper

Teaching method:
After being introduced to the theme for this unit:

- Students will view a food commercial from local supermarket chain, previously taped from local Spanish T.V. broadcast. Three viewings.
- On first viewing, students will identify:
  a. general topic of video tape
  b. name of supermarket chain
  c. discussion of items and prices
- On second viewing, students will:
  a. check off names of foods mentioned in commercial from a grid which contains several distractors
  b. determine favorite food mentioned
  c. determine least favorite food mentioned
- On third viewing students will:
  a. be made aware of idiomatic expressions used in the tape which relate specifically to food shopping
  b. discuss relevant cultural differences

Post-listening activities:
Students are given three simple recipes of popular Spanish dishes; they will list ingredients needed and determine cost from food ad which was brought in at the beginning of the activity.

For.Lan./JOB14(2); 10/3/87

Dorothy Rudy
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

One point which was developed in the workshop, Developing Communicative Skills in the Foreign Language, that I have incorporated in my lesson planning is that of the communicative task. The communicative task entails finding a solution and explaining a solution. If it is purposeful, it is motivational. For example. what are you going to wear after listening to a weather report? I incorporated this particular communicative task in my oral part of my mid-term exam. I recorded the weather report taken from El Miami Herald and had the students decide what they were going to wear based upon this report.

I also learned that listening can be categorized as an active rather than a passive skill. In a listening exercise, one should have an advance organizer, a meaningful text, a post-listening exercise and finally a stretch exercise. I have used this particular skill in personal anecdotes as well as in the use of the television particularly in the area of commercials.

I found this session to be particularly stimulating and motivational in that I believe that listening is probably the most important skill learned in a foreign language.

Dorothy Rudy
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

Duration of time: 40 minutes

Equipment: VCR, T.V., and pre-recorded cassette

Method: Use of the 6:00 p.m. news taped from Channel 23 (Spanish Channel) from Miami

The advance organizer is to have a class discussion on current events for about ten minutes. The current events would be introduced. The meaningful text is the 6:00 p.m. nightly news from Channel 23 which depicts the current events that the students have already discussed. The news clip would be played twice. This would be followed up by the post-listening exercise of a quiz either true/false, multiple choice or a fill-in the blank. The stretch exercise would entail the students' inventing their own newscast which would be videotaped the following day. For this exercise the students would work in groups of four or five. The follow-up is to have the students view their own videotapes of their broadcasts and comment constructively in the target language on their productions.

For.Lan./JOB15(2)
10/3/87

Sally Morris
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Spanish I Unit 7 Nuestros Amigos (my textbook)

The workshop defined meaningful types of listening tasks that teachers can give their students. Some of these tasks are to train students to:

1. Isolate words
2. Infer from meaningful context
3. Use the script
4. Discriminate between similar sounds
5. Find a solution to a problem

Ways to accomplish these tasks are:

1. Matching: example--Put the right clothes on a dummy to agree with a weather report.
2. Transcribing: writing from dictation
3. Scanning: Listening to a text and focusing on a few pieces of information.
4. Extending: Taking a story and continuing it.
5. Condensing: Making up a slogan, title, ad, or summarizing a paragraph or story in sentences.

I chose the food unit for Spanish I. Using both visual and listening skills, I had students match the sound they heard of an isolated word on the cassette with the correct picture of a food item on an overhead transparency. This utilized the scanning technique, a good idea for beginning students. Then I had them listen for true and false statements about the pictures as a little more advanced matching skill. Students used the extending skill to tell me about the previously unidentified pictures.

All the vocabulary had previously been studied and reinforced with flashcards, board games, and workbook exercises.

Sally Morris
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

Spanish I Unit 7 NUESTROS AMIGOS

Lesson consists of a cassette tape plus transparency overhead with twenty vocabulary pictures of food and eating utensils. Pictures are marked A and B for each item (1-10) in pairs.

Learning Objectives

1. Students will listen for food vocabulary on the cassette.
2. Students will listen for true statements about the pairs of pictures.
3. Students will identify the picture described on the tape.
4. Students will describe the pictures in their own Spanish words.

Advance Organizer: Discuss foods in Spain and Mexico. Get students acquainted with the food vocabulary through use of flashcards with food items pictured or transparency on overhead.

Teaching procedure:

Play the cassette tape the first time and show each pair of food items on the overhead transparency labeled A and B each time. The first time have students mark A or B on their papers when they hear the correct Spanish word for one of the pictures.

The second time have the students listen for the whole statement and identify whether it is true or false.

The third time do not use the tape. Have students say a correct Spanish statement to match each of the pictures previously identified. Then ask for Spanish statements to describe the extra pictures.

Post-Listening Task:

Students will bring in foods to create a restaurant scene in the classroom. In groups of three to four students, one student acts as the waiter or waitress, takes the Spanish orders, and serves the food. The menu is the vocabulary list for the chapter. I have students sign up for definite foods and beverages so there will be a variety in each class period. Students must order in Spanish, including the eating utensils they need before receiving any food or drink.

For.Lan.-I/JOB16(2)
10/3/87

Lynette A. Harville
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Listening is usually classified as a passive skill; however, listening is an active skill. Educators often work under the assumption that a task must be active and difficult with producing involved in order for learning to occur. In teaching a foreign language, listening comprehension should be an integrated part of the curriculum. Meaningful input to the listener must occur to develop listening skills. Listening should be a pleasurable and successful experience for students. One way this may be accomplished is to incorporate pre-listening activities into a lesson plan prior to the teaching procedures followed by post-listening activities after the teaching procedures.

In the text Nuestros Amigos, Chapter 17, emphasis is placed on reflexive verbs and parts of the body. The pre-listening activity for this chapter is a discussion of what occurs during a visit to the doctor's office when one is ill. During this time the new vocabulary is introduced. The teaching procedure includes identifying the following points from a previously recorded tape of a dialog between a physician and patient: 1) the parts of the body mentioned, 2) parts of the body that hurt, 3) the doctor's diagnosis and prescription. The post-listening is the development of a Spanish dialog by the students in which they are ill and in the doctor's office.

Lynette A. Harville
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

Nuestros Amigos Chapter 17 Parts of the body

Pre-Listening Activity

Discuss what occurs during a visit to the doctor's office

1. role of the patient
2. role of the nurse
3. role of the doctor

Teaching Procedure

1. Listen to a previously recorded tape of a dialog between a physician and a patient.
2. Pass out worksheets with the outline of a person and students put check marks on parts of the body mentioned on the tape.
3. Students write a list in Spanish of the parts of the body they placed check marks on.
4. List the parts of the body that hurt.
5. List the doctor's diagnosis and what he prescribes.

Post-listening Activity

Students write a dialog in Spanish about their visit to the doctor and incorporate the new vocabulary.

For.Lan.-I/JOB17(2)
10/3/87

Carolyn C. Walters
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

In the workshop session it was pointed out that if teachers want students to understand authentic speech, they have to be exposed to it. But in so doing, it is also necessary to activate the knowledge the students have of their own world and then to expand it.

This teacher realized that her Spanish I students' understanding is limited to some words and phrases that previously have been learned and practiced. Students could comprehend simple questions and statements referring to basic information.

Since the students had been studying foods, and most had surely heard a supermarket commercial on TV, the teacher decided to expose the students to authentic speed and syntax by listening to a TV supermarket commercial.

As explained in the lesson plan, they first discussed the best and quickest way to find food bargains, which they indicated to be television. They listened to the commercial one time. The second time, they circled the food words mentioned on the tape. The third time they checked their work.

The follow-up activity consisted of preparing their own newspaper advertisement and pretending to be a TV announcer telling about the week's specials. The class voted where they would go and why.

The class and teacher enjoyed the activity and were amazed that they could understand natives who spoke so quickly.

Carolyn C. Walters
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

Objective:

Students will be able to recognize isolated words heard in a taped supermarket commercial from the Spanish station, Channel 51.

Procedure:

Students in Spanish I have been studying the unit on foods. Previous to listening to the tape, the class discussed how adults discovered which supermarket had the best food bargains. Students mentioned newspapers and TV commercials. They then were told they were going to hear a TV commercial telling the listener about the specials of the week.

Students listened to the commercial three times, the first time with no aids to help with understanding. The second time the students were given a paper on which eight products were listed. When they listened to the tape again, they were to circle the four items mentioned on the tape. The third time students checked their work for accuracy.

After going over the correct answers, students remarked how fast the native speakers talked, but they were also amazed they could actually recognize the words in the commercial.

Follow-up Activity:

Students were given the assignment to prepare their own newspaper advertisement on the supermarket specials of the week. In class the next day each "became" a TV announcer telling the rest of the class why they should shop at his/her supermarket. We concluded by voting which supermarket the class would go to and why.

For.Lan.-I/JOB18(2)
10/3/87

Ilissa T. Solomon
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

The information I will use as part of a lesson plan deals with the proficiency development of students as outlined by the lecturer. My students are at the Novice and Novice/Intermediate levels (Spanish I and II). This means that they are able to recognize words and phrases that we use in class (Spanish I) and that they can understand ideas, concepts and generalities and can make very simple conversation (Spanish II).

My lesson plan will be used during one class period of Spanish II. I will use the following "listening task plan"--

Objectives - Students will listen for general understanding and for specific use of verb tenses and names of cities.

Micro Skills - Students will follow a conversation, while recognizing verbs and specific vocabulary.

A - PRE LISTENING ACTIVITIES
I will lead short, simple discussions in English that will get students "hooked into the script" of upcoming activities. The listening activities will be designed to review the preterit past tense, as well as vocabulary dealing with travel, so we will discuss where students have traveled and what they did.

B - LISTENING ACTIVITIES
To practice the preterit as well as to review travel vocabulary, I will use the following listening activity - show a short VCR of two native speakers discussing their past travels. I will show the tape three times while having students do the following--
1. make a list of all cities they hear
2. fill out a present/preterit tense chart

C - POST LISTENING EXERCISES
As a review and "wrap up" I will have students form groups of two and tell their partners where they have traveled and what they did. I will walk around to make certain that conversation is in the preterit and help with vocabulary problems. As a homework assignment, they will write a short paragraph summarizing what their partner told them.

Ilissa T. Solomon
January 10, 1987

Developing Communicative Skills in the Foreign Language Class I

Lesson Plan

LESSON PLAN FOR SPANISH III

I will have previously taped a 2-minute conversation between two native speakers, a male and female, with a discussion on past travels. Speakers will be told to use mostly preterit tense, to speak with normal speed and intonation, and to use a vocabulary rich with travel terminology and the names of cities.

I. Head an English discussion on past travel experiences, both domestic and foreign, to put students in the mood and also to "wake up" their vocabulary on the subject.

II. Run the tape through three times. The first time students are only to listen. I will then pass out a chart labeled present/preterit and tell students to list all present tense words and all preterit tense words. This will be done during the third running, list all cities they hear in the dialogue.

III. Students will form groups of two. They will take turns telling their partner about their travel experiences (they can make some up if they have done no traveling). Their only restrictions are that they must use preterit tense verbs. I will be circulating among them to keep conversations on target and to help out with grammar and vocabulary problems.

IV. As a follow-up homework assignment, students will write a short paragraph summarizing what their partner told them. This is to test their power of recall, and their vocabulary and grammatical abilities.

For.Lan.-I/JOB19(2)
10/3/87

SESSION II

Adapting Textbooks to Foreign Language Course Objectives

"Adapting and Inventing in the Foreign Language Class"

Dr. Robert DiDonato,
Miami University, Oxford, Ohio

Foreign Language teachers today face a dilemma - on the one hand, new methods and approaches have improved instructional techniques and are producing students who are able to function in the language. On the other hand, textbooks, and often, supplementary materials do not reflect or incorporate necessary communication strategies. The teacher must often make the transition to a more communicative approach using a mostly grammar-oriented text with authentic materials. This workshop will suggest ideas and techniques to adapt and supplement textbook materials. It will concentrate on "hands-on" strategies to improve students' listening, speaking, and reading. In addition, it will demonstrate how students can approach dull textbook material and re-fashion it in a creative way.

Dawn C. Russell
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

There is no textbook which is perfect. Each teacher and class has a different personality. It would be impossible for a textbook to meet everyone's needs. It is only to serve as a guide. The teacher must take an active role and develop their own material or enliven the existing material.

In developing my lesson plan, my main consideration was to work with the existing material and liven it up so that the student would find the subject more interesting. I also wanted to relate the materials to their lives.

In addition, I wanted my students to be as involved as much as possible with the activities. Therefore, my students assumed the parts of the dialogue characters and read them aloud. The students then listened to the cassette tape to infer meaning from context.

As an advanced organizer, the students discussed how they celebrated Christmas. The class also discussed how Christmas is celebrated in Mexico. Some of my students had been to Mexico at Christmas time thus making a very worthwhile contribution to class. This led to a discussion of Christmas celebrations in other Spanish-speaking countries.

Using a graphic organizer on an overhead transparency, the students reviewed the story by filling in the blanks. The major points of the reading were covered.

The last activity involved the students standing. I read a statement about the reading. If it was true, they answered "Sí"; if it was false, they said :"Qué porquería". It was very amusing and the students had fun while improving their listening skills.

As a post-listening activity, the students were put into pairs and asked to re-write the dialogue in their own Spanish words. They were also assigned to give an ending to the reading since it did not have one.

I tried to plan activities where the students could be active in their learning. They read, listened to, responded to, and re-wrote the reading selection. I felt that I livened up the textbook material and at the same time let the students contribute. They enjoyed the class period and also became more aware of Christmas in Spanish-speaking countries.

For.Lan.-I/JOB20(1)
10/6/87

Dawn C. Russell
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Level: Spanish II
Textbook: Nuestros Amigos (Chapter 19)
Objectives: To develop students oral/listening skills
To develop cultural awareness

Advanced Organizer: Discuss Christmas activities in the students' homes. Discuss how Christmas is celebrated in Mexico; compare the two countries. Invite participation of students who had been to Mexico at Christmas time.

Teaching Procedure: Refer to Ex. 2, pg. 182. One half of the class reads Ale's lines and the other half reads Mama's lines. The students listen to the tape to further understand the story. The graphic organizer is placed on the overhead to review what the students have just read. The students fill in the blank in an oral exercise. The students then stand and respond to each statement about the story with "Sí" or "¡Qué porquería"! Play tape again.

Post-listening Activity: In pairs, the students re-write the dialogue and give it an ending. Several pairs are selected to present their new dialogue and the other students are asked to reiterate what they have said during a spot check.

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ADVANCED ORGANIZER

¡Qué mañana tan _____! El sol sube para _____ el cielo. ¡Apúrate Ale! Quiero salir _____ al mercado. Las tres salen al _____ para comprar algunas cosas que necesitan para la _____.

M: Ale, ¿Tienes la _____?
A: Sí, Mama. Quiero hablar con la señora de la _____.
M: Pero, hija, tú _____ sabes _____ piñatas.
A: Lo sé, pero no tengo mucho _____ y ellas _____ dos o tres en lo que puedo hacer una.

****

¡Qué Porquería!

Ale vive en Guadalajara. (F)
Las mañanas en Cuernavaca siempre son feas. (F)
La hermana de Ale se llama Carmen. (T)
La mamá de Ale quiere salir tarde al mercado. (F)
Carmen tiene la lista. (F)
Van a comprar las cosas para la posada. (T)
Ale quiere hablar con la señora de las piñatas. (T)
Ale no sabe hacer piñatas. (F)

For.Lan-I/JOB20(2)
10/6/87

Sally Maichel Wiebe
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

In developing my lesson plan, I was influenced by Prof. DiDonato's basic assumption that it is the teacher's responsibility to adapt and supplement the text with up-to-date authentic materials to enliven the daily instructional plan, increase student's critical thinking skills and enhance their creative skills.

I chose a variation of his "Reach Out and Touch" strategy and incorporated several of his creative teaching techniques (biographical anecdotes, animated response to verb recognition, and expression of opinion) in developing activities for listening comprehension and communicative skills.

One of the students had received simultaneously several letters from pen-pals in France and Guadeloupe through the organization "Recontre Amerique." I used one letter from Reims in French and another from Guadeloupe written in English as the lesson materials.

As an advanced organizer we viewed a map of the world pin-pointing French-speaking areas (particularly those outside of Europe), discussed personal experiences with foreign correspondence (business and personal), and reviewed what we knew about several French provinces.

The class completed the biographical anecdote handout after listening to the letter, completed the verb tense recognition and verbally expressed their opinion of the writer.

I used the letter in English to demonstrate the mutual difficulty that French and Americans share when using certain idioms (i.e., I have 19 years. I live here since 12 years. I studied ballet during 2 years.)

This plan centered on a real-life situation (not a fictitious dialog character). It called for active participation and personalized the situation while broadening cultural knowledge of French-speaking countries.

For.Lan-I/JOB21(1)
10/6/87

Sally Maichel Wiebe
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

SUBJECT: French Level: Intermediate Topic: Pen-pal Correspondence

OBJECTIVE: Listening Comprehension and Communication Skills

MICRO-SKILLS:
1. Comprehend biographical info from oral text
2. Verbally express opinions
3. Locate geographic location of French-speaking areas
4. Write a letter using common idioms and appropriate letter format

ADVANCED ORGANIZER: Group discussion of personal experiences with foreign correspondence/map work with French-speaking areas

TEACHING PROCEDURES:
1. Listen to the letter read by a native-speaker student aid)
2. Complete the biographical hand-out (see below)
3. Express opinions: "J'aime cette jeune fille parce que...". Je ne l'aime pas parce que...". "Je la trouve _____, _____, _____". (insert adjectives)
4. Listen to one paragraph again. Recognize and respond to verb tenses: Stomp for present tense, raise right hand for past, clap for the future.
5. Listen to the letter written in English. Pin-point problem idiomatic areas using "avoir", "faire", verb tenses with depuis/pendant.

FOLLOW-UP ACTIVITY: Read one or more of the other letters. Select one and write a short biographical response using appropriate greetings, closings, and letter format.

****

HANDOUT

Benedicte habite a _____ en _____ dans le province de _____. Sa ville est renommee pour le _____. Elle a fait ses etudes en _____ pendant _____ ans. Elle etudie maintenant le _____. Elle aime _____, et _____. Elle n'aime pas _____. Elle travaille _____. Elle a voyage en _____.

For.Lan.-I/JOB21(2)
10/6/87

Linda Dardeen
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Robert DiDanoto made me think about major overhauls in my approach to my courses; not just a game here and there to spice up the show, but a total revamping of each chapter, deciding what to include, what to leave out, what to add or present differently. My students are presently studying the Martinique chapter of Nos Amis. Always before, I concentrated on the difficult grammar in the chapter and dealt with the subject matter superficially. DiDonato's use of visual cues to generate vocabulary practice prompted me to turn to international symbols that appear in a travel guide advertising resorts around the word. This seemed an ideal place to work in a review of vocabulary terms for leisure time activities as well as a fun way to practice new expressions presented in the chapter. I first presented a transparency of just the symbols and helped the class determine what they meant. Then we looked at two advertisements using those symbols to indicate activities and services available at resorts. Finally the students wrote about a place they had visited. Making such adjustments in a chapter takes time, but the students were more interested than they are with just oral question-answer vocabulary practice.

For.Lan-I/JOB22(1)
10/6/87

Linda Dardeen
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objectives:
1. to review vocabulary for leisure time activities.
2. to practice new terms about what one might see and do on vacation.

Class Activities:

1. Based on the introduction to Chapter 17, Nos Amis, ask students to contribute to a list on the board of things one might see or do in Martinique. (in French)
2. Present international symbols on transparency.
3. Look at ad for resort in Marbella, Spain.
   a. Ask students to list 5 things one can do at the resort.
   b. Ask questions about other symbols such as:
      -Marbella est au centre de l'Espagne ou sur la cote?
      -Est-ce que mon chien peut rester avec moi?
      -Il y a une cheminee? Pourquoi pas?
      -En quelle saison est-ce qu'on y va?
4. Show another ad for a resort in Austria.
   a. Ask students to list 5 things one may do at this resort.
   b. Ask questions about the symbols such as:
      -En quelle saison est-ce qu'on y va?
      -Ou se trouve cette station-aux montagnes ou au bord de la mer?
      -Je peux louer une voiture?

Assignment: Ask students to write a paragraph describing a place they have visited and what there was to see and do there. If they have never been anywhere interesting, they might describe a place they would like to visit someday, including what they know about it from reading or T.V.

GUIDE TO SYMBOLS

EXPLICACION DE LOS SIMBOLOS — SYMBOLERKLÄRUNG

UN GUIDE POUR LES SYMBOLES — GUIDA DEI SIMBOLI

BAR/COCKTAIL LOUNGE Bar Bar Bar Bar Salone da Cocktail	**BEACH** Playa Plage Strand Spiaggia	**BICYCLE TRAILS** Senda para Bicicletas Promenade a Bicyclettes Fahrradwege Sentieri per Ciclisti	**BOAT MARINA-LAUNCHING** Marina para Botes Port de Plaisance Bootshafen Porto di Mare	**CASINO GAMBLING** Sala de Juego Maison de Jeu Kasino Spielen Sala de Giochi d'Azardo	**CLUBHOUSE** Casa Club Salle de Jeux Clubhaus Sala de Giochi	**FISHING** Pesca Peche a la Ligne Fischen Pesca	**GOLF** Golf Golf Golf Golf
HIKING Sendas para Caminar Promenades a Pied Wandern Sentieri da Camminare	**HORSEBACK RIDING** Equitacion Equitation Reiten Equitazione	**HUNTING** Caceria Chasse Jagen Caccia	**LAKE** Lago Lac See Lago	**LIVE ENTERTAINMENT** Entretenimiento Varietes Unterhaltung Divertimenti	**PLAYGROUND** Campo de Juegos Terrain de Jeux Spielplatze Terreno da Gioco	**RESTAURANT** Restaurante Restaurant Restaurant Ristorante	**SAILING/RENTALS** Botes de Vela Alquiler Voiliers a Louer Segeln Vermietung Barche a Vela Noleggio
SAUNA OR STEAMROOM Sauna o Bano de Vapor Sauna (Bains de Vapeur) Sauna Sauna o Bagno a Vapore	**SCUBA, SKIN-DIVING** Scuba Buceo Plongee Sous Marine Tauchen Tuffo Sottomarino	**SKATING** Patinaje Patinage Eislaufen Pattinaggio	**SKI SLOPES** Ski en Nieve Station de Ski Skipisten Stazioni da Sciare	**SWIMMING POOL, INDOORS** Piscina Bajo Techo Piscine Interieure Schwimmbad drinnen Piscine Coperte	**SWIMMING POOL, OUTDOORS** Piscina al Aire Libre Piscine Exterieure Schwimmbad aussen Piscine all Aperto	**TENNIS** Tenis Tennis Tennis Tennis	**PETS ALLOWED** Mascotas Permitidas Animaux Autorises Haustiere erlaubt Animali Permessi da Sostare
AIR CONDITIONING Aire Acondicionado Air Climatise Klimaanlage Aria Condizionata	**COLOR TV** TV en Colores Televisors a Couleurs Farbfernsehen Televisione a Colori	**KITCHEN, EQUIPPED** Cocina Equipada Cuisine Equipee Kucheneinrichtung Cucine con Tutte le Commodita	**FIREPLACE** Chimenea Cheminee Kamin Camineto	**LAUNDRY FACILITIES** Facilidades para Lavar Lavage du Linge Waschereieinrichtung Macchine da Lavare	**WHEELCHAIR ACCESSIBILITY** Acceso a Silla de Ruedas Acces a Voiture de Malade Rollstuhl Zugangsmoglichkeit Accesso a Poltrona di Rotelle	**HOTEL ROOM-EFFICIENCY** Cuarto de Hotel Estudio Chambre d'Hotel Studio Hotelzimmer Studio Camere D'Albergo Studi	**ONE BEDROOM** Un Dormitorio Une Chambre a Coucher Ein Schlafzimmer Una Camera da Letto
TWO BEDROOMS Dos Dormitorios Deux Chambres a Coucher Zwei Schlafzimmern Due Camere da Letto	**THREE BEDROOMS** Tres Dormitorios Trois Chambres a Coucher Drei Schlafzimmern Tre Camere da Letto	**RENT ADDITIONAL TIME** Alquiler por Tiempo Adicional Loyer Prolonge Possible Miete fur zusatzliche Zeit Affitti per Tempo Supplementario	**AVAILABLE** DISPONIBLE — ZU HABEN TROVABILE — DISPONIBLE		**NEARBY** PROCHE — IN DER NÄHE PROSSIMO — CERCA		

Margaret Jarrell
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Anytime I present new information to the students, I present all concepts on a functional level. I find that the students retain more when the activities and projects are geared toward everyday life. Things that will be used in any given situation where the target language is involved.

We are working on a unit about directions and traffic signs. The notions in this lesson are traffic signs and directions. The functions are asking for information, and giving information.

The initial activity is to discuss the importance of obtaining this knowledge:

1. for use when traveling
2. for interacting with someone who only converses in the target language.
3. to find out about culture

The students will use "Pressure Cooker" to become familiar with vocabulary and later to review the words. The "Dice Game" helps the students respond informally to other students' ideas by forming sentences about the notion. The teacher will give instructions and directions in class which the students will act out, translate, or illustrate to demonstrate comprehension.

As a final project, each student will present a map and orally describe how they get from their house to school. The rest of the class will ask questions about the information. They will also make informal remarks about the presentation.

Each activity is designed to give the students success and encouragement. I have individual and group activities to fit the needs of all students.

For.Lan.-I/JOB23(1)
10/6/87

Margaret Jarrell
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Teaching Procedure: "Pressure Cooker"

Activity I - Review of traffic related vocabulary Notion "Traffic"

Have one student name all the vocabulary that deals with traffic in 30 seconds.

Activity 2 - "Dice Game" Split class into groups of 4 with 2 dice each. On an overhead projector place a list of 6 verbs and 6 nouns that deal with traffic or direction. Have one person roll the dice. They then select a word from each list according to the roll of the dice. Then the student uses the words in a sentence. The other students respond to the sentence informally. They ask for clarification or check correctness.

Activity 3 - The teacher will present a map of how she travels from home to work. She will describe her map by giving the students the instructions for going from the teacher's house to school. The students will write the directions down on paper and ask questions about the directions, map or how to go somewhere else. These things will be done informally.

Overhead - Palabras de trafico

Verbos	Palabras
1. Doblar	1. Derecha
2. Cruzar	2. Izquierda
3. Seguir	3. Semaforo
4. Tomar	4. Cuadra
5. Permitir	5. Acera
6. Mirar	6. Senal

Judith E. Turner
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Mr. DiDonato hit on a point which is of great importance to all of us. Teaching the dialogue in an interesting, thought-provoking manner and making it come alive was his point. This particular dialogue was of interest to all of my students if presented correctly. It dealt with a telephone conversation and at their age, this is something most enjoyed.

As our "advanced organizers" we started a conversation in English about using the telephone. This perked their interest. We discussed why we talk on the phone, with whom, and what about. I then taught them several expressions for answering the telephone in Spanish like "¿Diga?" or "¿Bueno?" We also discussed the differences depending on the Spanish-speaking-country.

Now it was time to introduce the dialogue. I read, they repeated exchanging parts, and then I asked a few thought-provoking questions in English like "Do you note a cultural difference in this conversation?"

Then it was time for them to create an ending to the dialogue which would explain whey Susana had called Lupe. Their ideas were varied, of course. Some really became enthused when they had to act out their script endings on their script endings on their mock telephone. They had made receivers out of cardboard for classroom "acting-out".

One of the students brought in an "Alf" doll who we named Alfonso. Everyone wanted to talk to Alfonso by telephone, practicing their telephone greetings in Spanish.

This was a dialogue that they understood, took an interest in, and helped to make "come alive."

For.Lan.-I/JOB24(1)
10/6/87

Judith E. Turner
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

OBJECTIVE: To teach the dialogue in a motivating way so that the student will understand the dialogue and take a general interest in techniques of speaking in Spanish on the telephone.

PRE-DIALOGUE ACTIVITIES:

1. Get them enthused about learning to talk on the telephone in Spanish. Talk about how often, with whom, and for what purposes they use the phone at this age.

2. Do telephone vocabulary - teach various ways of answering the phone in Spanish (point out that this varies from country to country).

TEACHING PROCEDURE:

1. Read and pronounce dialogue for students once.

2. Divide the class in half and have one-have read one part and the other half read the other part.

3. Have them switch roles.

4. Ask questions. Ex. "Is this a happy conversation?" "Who is calling whom?" "What words show the element of respect when Susana addresses Senora Ayala?" "Do you note a cultural difference?"

5. Have students guess why Susana is calling Lupe - finish the dialogue creating two more lines for each person.

POST-DIALOGUE ACTIVITY:

Make telephone receivers out of cardboard. Have students practice with each other with their newly created dialogue lines between Susana and Lupe on their mock telephones. They will also be practicing how to answer the phone in Spanish.

Barbara Irene Bohuny
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Robert DiDonato's presentation focused on creative strategies to adapt teaching methods and supplement or vary some of our typical textbook material. He presented interesting and motivating variations of existing activities. He encouraged the use of authentic materials. The "change of pace" will "catch the student by surprise" and increase involvement, attention and interest.

In Spanish 3, El Mundo de la Juventud, Chapter 31, there is a study of the uses of the preterit and imperfect tenses. Initially, it is important to re-enter the verb forms for the two tenses, before focusing on their uses. Here we can apply his Listening Activity for Grammar Recognition. Students demonstrate recognition of tenses through signals. A series of sentences is read to them, actually provided by our textbook, but with DiDonato's variation: After each sentence, students should: clap their hands if they hear a preterit tense and stomp their feet if they hear an imperfect tense form. Another tense or two can be added (already studied previously) to provide more challenge and more review. For example, students can stand when they hear the present tense and waive their hands for the future tense... and still clap or stomp for the preterit or imperfect! (This keeps everyone awake!)

The central theme in Chapter 31 is the weather. The use of "authentic language" materials fits in here. I have clipped the brief weather reports from several issues of the Spanish newspaper, El Herald. After the students have been exposed to some of the weather terms, such as, buen tiempo, soleado, alta presion, el barometro, etc. I will give them a sheet with 4 or 5 of these authentic dated reports followed by a few questions about the conditions on different dates. Individual students will read them, and then we will answer the questions orally.

Carrying the use of authentic material one step further, I will provide listening practice another day with a recording of a weather report from a Cuban radio station in Miami. An easy, multiple-choice and true-false task will follow on a short hand-out.

Barbara Irene Bohuny
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objectives: To increase awareness of existence of two past tenses.
To review their forms prior to study of specific uses.
To motivate students as they learn vocabulary related to weather forecasts.

Previous Lesson(s):
Drills 2, 3, 4 on pages 97-98, Chapter 31 (story and questions, including past tense forms & weather...)
Drill 29, p. 104 (weather terms)

Lesson Plan:

1. Transparency with example sentences from Drill 2:

   María chequeó el termómetro; estaba a 70° F.
   Miró el barómetro que marcaba alta presión.
   Pusieron el radio para oír el pronóstico del tiempo.

   followed by basic charts with regular conjugations of some verbs in the preterit and imperfect tenses.

2. DiDonato's Listening Activity - Read sentences for exercise 11, p. 101 (see T21, teacher's text)

   clap = preterit / stomp feet = imperfect

3. Drill 29, p. 105 to review weather terms

4. Hand out sheet with authentic weather forecasts from El Herald with simple questions. Students read reports and ask and answer questions orally.

Lesson Plan a Few Days Later:

1. Read Drill 27, p. 105 (paragraph in Spanish about barometric pressure and effects on weather) and review Drill 29, p. 105 briefly (weather terms)

2. Listening Activity: Play authentic recording of weather report, from Cuban radio station.

3. Hand out sheet with mult.-choice and true-false items based on report heard. Students do silently.

4. Play recording 2nd time, then go over worksheet.

5. Post-listening Activity: Read text drills 30, 31 on pages 105-106.

For.Lan.-I/JOB25(2); 10/8/87

Janice Cowan
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Although I have already utilized several of the "DiDonato" classroom communicative activities. I chose to discuss the grab bag method I used because it was one of the most successful.

I felt that my students (and any, for that matter) could use a comprehensive review of all material covered. I also felt, very strongly, that after the grab bag activity was completed, the students would feel a real sense of accomplishment seeing how very well they were able to communicate.

I included seven slips of paper with topics for discussion from Units 1-7. As the students came forward to discuss their individual topics, we continued to expound on the subject matter, thus involving intercommunication with the entire class. Students could either ask one another questions or simply add their two cents to the pot. Everyone became quite involved and it was a rewarding experience for all.

Janice Cowan
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objective: to review previously learned material
to create interaction amongst the students

Procedure: Prepare slips of paper each numbered from 1-7 to correspond with the different units from the text. Slip #1 corresponds to a subject area taught in Unit I, slip #2 corresponds to Unit 2, and so on.

Place numbered papers in a bag and have individual students pick out slips from the grab bag. Then, in numerical order, ask each student to come forward to talk about that particular topic written on the paper.

Sample topics of discussion

From Unit 3---Tell the class as much as possible about yourself by describing your physical appearance and telling what you are wearing today.
From Unit 5---Tell the class about your school schedule. Be sure to include your favorite classes and tell what times you have each class.

For.Lan.-I/JOB26(2)
10/8/87

Sally Morris
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Workshop #2 was very informative. I found many useful ideas to incorporate into part of a class period. My students enjoyed "pressure cooker" by coming up with as many vocabulary words from their food unit as possible in fifteen seconds. One class was very competitive; others were content to watch two or three classmates participate.

Another idea that I found practical and needed was expanding on a dialog from the textbook. So often they are boring to students. When my German 2 students began their weather chapter, I realized they had forgotten some basics like days of the week, some of the clothing articles, and the let's form in German.

So I began with dialog #3 on page 182 of UNSERE FREUNDE and had my students expand on the dialog with new openings and closings that served as a review in a creative way. (Details are in the lesson plan.)

Initial response from the students was somewhat negative, because it was a new learning technique, but the completed assignments were very good.

For.Lan.-I/JOB27(1)
10/8/87

Sally Morris
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

German II Unit 18 UNSERE FREUNDE

Objectives:
1. Student will expand in writing, an existing dialog about weather.
2. Student will review previously acquired skills while learning new weather terms.

Microskills:
1. Student will add a morning greeting, day, date, and appropriate let's form closing to the dialog.
2. Student will change the characters, describe weather conditions, name an activity (swimming, hiking, etc.) and give the appropriate type of clothing needed.

Advance Organizer: Present weather terms prior to this dialog so that students are aware of Celsius vs. Fahrenheit, plus sunny to stormy descriptions of weather.

Teaching Procedure: Read the dialog #3 p. 182. It describes Krisin and her sister Dorle who get up, check the thermometer outside the window, and determine that they will not be able to go bike riding, because it looks like rain. They decide to turn the radio on and check the forecast.

After reading and discussing the original dialog aloud, students work either alone or in pairs to come up with a German dialog variation following the format below:

Add a morning greeting, plus the day as if an announcer were speaking or a narrator of a play.

Name the lead characters and state their relationship.

What activity do they have planned today?

What is the weather like? How do they check? (newspaper, radio, TV?)

What clothes do they need to wear for their activity?

At the end of the dialog, write a logical conclusion using let's.
German example is: Gehen wir! (Let's go.)

Post Activity: The next day share each other's variations aloud.

For.Lan.-I/JOB27(2)
10/8/87

Margaret L. Kroening
January 31, 1987

Adapting and Inventing in the Foreign Language Class

Keeping in mind Dr. DiDonato's statement that no textbook is the ultimate teaching tool, nor is any textbook "perfect", I am trying to adapt Nos Amis to fit my classroom needs. For the purpose of this exercise, we will work on Chapter 5 "Une Sortie." This chapter provides not only an opportunity to learn new vocabulary, grammar, culture, etc., but by its nature it is excellent for helping to review very early vocabulary from chapters 1-4. This is where we can get into Dr. DiDonato's review of such basics as "bonjour," "allo," "salut," 'au revoir," :a bientot," etc.

As an introduction to this unit, I feel it is necessary to begin with an in-depth review. I also hope to use activities which could be termed as easy and will give the students a sense of accomplishment before delving into the chapter.

For the advance organizer into this chapter we need to discuss where my students like to go when they have a free day from school or on the week-end for that matter. While many of my students will automatically say they work on their days off, I will steer the discussion by telling them it is not necessarily what they actually do on their days off but what they would like to do in their spare time. While the students are doing this, I will take notes so that as we get into the chapter I can give them more "pertinent" vocabulary. Obviously, kids will remember "their" vocabulary quicker than book" vocabulary.

One way to review these items is to pressure cook previous vocabulary. This will be a jumping off point.

This should be an enjoyable chapter for the students because more and more they are going to tell me about themselves. Everyone likes to talk about himself, and I hope to capitalize on this before I finish the chapter.

Margaret L. Kroening
January 31, 1987

Adapting and Inventing in the Foreign Language Class

Lesson Plan

Objectives: to review past vocabulary
to review time structures
to be able to discuss free time
to review and differentiate between question-asking words in order to answer questions logically

Advance Organizer:
Turn to p. 45 in Nos Amis. Discuss pictures. Stress differences and similarities between French students and American students. Ask students where exactly they like to go on their days off and what exactly they like to do. Compare and contrast.

Teaching Strategy:
Pressure cook--In 15 seconds name all vocabulary associated with things to do. While one student is doing this two students are at the board listing what the first student is saying. Afterwards, other students will add to the list. From here on we will discuss (a) what time the students might do these things, (b) where they might go to do these items.

Listen to tape of dialog p. 46. Answer questions orally. Finally, discuss what my students will do using specific question asking words. These questions may be answered in fragments as I am interested in knowing that the students understand the questions before they understand the grammar of complete sentences. I am, however, going to give them the same questions on a handout to be answered as homework in complete sentences.

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HANDOUT

Reponsez par des phrases completes:

1. Quel jour sommes-nous?
2. Qui telephone a Dominique?
3. Qu'est-ce que Dominique fait cet apres-midi?
4. Ou est-ce que les amis vont?
5. Quand est-ce que Dominique et Bernard vot prendre Catherine et Philippe?
6. Ou est-ce que tu vas samedi a deux heures?
7. Ou est-ce que tu aimes aller samedi apres-midi?
8. Qu'est-ce que tu fais a onze heures neuf le mardi?
9. A quelle heure est-ce que tu fais test devoirs?
10. Quand est-ce que tu dejeunes?
11. Avec qui est-ce tu vas a la plage?
12. Qu'est-ce que tu fais a la plage? (Tu nages? Tu joues au au volley-ball? Tu te bronzes?, etc.)

For.Lan.-I/JOB28(2); 10/8/87

Joyce L. French
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

My underlying objective adapting the Grab Bag activities to my classes was to show the students how much they know and to showcase their ability to speak and express themselves in a foreign language. I changed the Grab Bag "gimmick" to a Spanish class see lesson plan) equivalent and allowed students to pick a topic that they felt comfortable speaking about in front of the group.

At first the students appeared to need the crutch of the written word ("Can we write it down, then read it to the class?") but I plan to gradually wean them from the formality of saying "IT CORRECTLY" - to more spontaneous speech as they gain confidence. I emphasized:

1. It's OK to make mistakes
2. We were concentrating on communication and understanding - not grammar forms
3. It's OK not to know a word - an occasional word in English is fine if rest of sentence is in Spanish

Their first experience included picking a topic and saying five sentences about it to the group. The second time others in the group were to ask the speaker one question about the topic as a prelude to group discussions.

Samples of topics:

Spanish II: Describe your family, your house, your class schedule, what you eat for breakfast, lunch, and dinner, your Spanish or English class, your favorite teacher (and why he/she is your favorite, a visit to the zoo, your favorite sport or leisure time activity.

Spanish III: All of the above plus: describe your ideal boyfriend or girlfriend, what you would do with a thousand dollars, your part-time job, how to plan a party, your favorite car, what you did last summer, what you will do during vacations, your favorite book.

For.Lan-I/JOB29(1)
10/8/87

Joyce L. French
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objective: to give each student the chance to express him/herself in front of the group about a topic previously studied in the course.

Room arrangement: in order to facilitate interaction and to present a non-threatening chance for students to speak in front of others, I arranged the room in a circle with all the desks facing inward. Many students commented that this helped them be less self-conscious.

Advance Organizer: we brainstormed a list of all the topics they had studied in previous chapters - and they were "amazed" at the number and possibilities for combination of ideas and expansion.

Teaching Procedure: I pulled out a large brimmed Panama style hat (SOMBRERO DE JIPIJAPA) in which I had previously placed topics for "description." Each student drew a topic from the hat as I walked around the circle. If they were displeased with their topic they could pick another. After a few minutes in which to jot down "notes" each student was asked to say five sentences about his/her topic. When an occasional student was hesitant or uncertain I prompted him/her with questions. Occasionally, I corrected simple mistakes with a question (¿Ella es bonito? No, ella es bonita.) When everyone had a chance, I praised their efforts and pointed out examples of creativity and good communication.

Post Activity: I was pleasantly surprised at the number of requests to repeat the activity with variations and the confidence that the majority of students felt in their ability to speak and communicate.

For.Lan.-I/JOB29(2)
10/8/87

Jeanette Chi
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

In order to improve instructional techniques and train students to function in the target language, new methods and approaches have been introduced in the field of teaching foreign languages. However, textbooks and supplementary materials do not reflect or incorporate necessary communicative strategies. Teachers then must bring various activities into classrooms to stimulate students' interests and also to provide students with opportunities through authentic materials to have direct contact with the culture and the language that they are learning. Correct strategies on using the authentic materials and originally dull textbooks can especially improve students speaking and listening skills.

In my second year French class, I did a listening activity for Tense Recognition. While I read out loud a paragraph in past tenses, students should raise their right hand if they hear a "passe compose," clap their hands if they hear an "imparfait," and stamp their feet if they hear a "plus-que=parfait". The text is chosen from "L'Homme le Plus Malchanceux du Monde" in Contes Sympathiques by June Phillips.

> Un jour, il avait achete un nouveau costume. Le lendemain il dinait dans un restaurant avec sa femme, set le garcon maladroit a laisse tomber de la sauce sur son veston. Un autre jour, il venait de laver sa voiture quand il a commence a pleuvoir. Ca ne vaut pas la peine d'avoir lave l'auto! Il a fixe deux rendez-vous avec des commercants importants. Chaque fois il a perdu l'affaire parce qu'il est arrive en retard: la premiere fois parce qu'il avait un pneu creve et la deuxieme fois parce que sa montre retardait de dix minutes. Au printemps il a plante son gazon. L'ete suivant rien n'a pousse parce qu'il avait plante les graines sens dessus dessous.

The total time spent on this activity was 5-7 minutes during a 40-minute class.

Jeanette Chi
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Pre-Listening Activity: (1 minute)

Teacher gives instruction of the game in French and sees if students fully understand the regulations by practicing through three sentences in the three past tenses that are involved in the text.

All students stand up and be ready to participate in the game.

Listening of the Text: (2-3 minutes)

Students raise their hand, stamp their feet or clap their hands as reactions to what they hear. Students who give wrong signals should sit down and lose the right to compete in the game.

Follow-Up Activity: (2 minutes)

Students listen to the whole text slowly read to them once more and be ready to retell the story in the three past tenses.

For.Lan.-I/JOB30(2)
10/8/87

Margarita B. Jiménez
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

This workshop provided a wealth of suggestions for activities to do in the language classroom. I was most interested in those that could be adapted to level I classes.

"Typewriter" was an instant success with the 6th and 7th grade students, but the wise, sophisticated 8th graders found it too childish.

I was delighted to find out that "Pressure Cooker" was a variation of a game that I had been playing with my students for years, using alphabet flashcards and calling for free responses.

"Grab Gag" and "The Living Sentence" were both perfect for level I students, because they could respond according to the level of their ability, but without the rigid constraints of the question-answer format found in the textbook.

I plan to adapt the "Phone Directory Pen-Pals" idea when teaching Unit 11, "Madrid," and Unit 12, "Alejandro's Letter," (in Nuestros Amigos, Level I) to have students write to a person living in Madrid, and asking them to tell about their city.

In conclusion, this was one of the most useful, practical, interesting, inspiring, and entertaining workshops I have ever attended. An A+ to the speaker and to the organizers!

For.Lan.-I/JOB31(1)
10/10/87

Margarita B. Jiménez
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Level I Spanish
Topic: Studying dialog
Correlate to: Nuestros Amigos, Unit 7, " Como comemos!" or any other dialog-learning situation.

Objectives: - To review content of a previously learned dialog.
- To allow students' creative use of target language.
To encourage development of communicative skills using specific structures.

Advanced Organizer:

Characters in the dialog reappear frequently. Ask students to describe Homero y Marisa briefly (age, last name, nationality, physical appearance, school, family, etc.).

Teaching method:

- Discuss several different descriptions written by students, emphasizing individual perspectives.
- Read and discuss dialog as presented in the book.
- Drill for pronunciation and intonation.
- Rewrite dialog in Mad-Lib form, leaving blanks for students' answers but keeping basic structure.
- Have students fill in the blanks, creating new situations, using synonyms or other appropriate vocabulary.
- Students read their creations to the class.

Reinforcement activities:

- On the following day, prepare "grab bag" with the following directions:
  * Tell the class what Homero and Marisa do on Sundays. (culture)
  * Tell the class what Homero and Marisa eat at Sanborns. (culture)
  * Tell the class what your favorite Mexican foods are. (personalized vocabulary)
  * Tell the class what you want to eat for dinner today. (personalized vocabulary)

Michele Tavoletti
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

The techniques presented by Dr. Didonato were so compelling that I would have found it difficult not to use them. However, narrowing the ideas which he presented down to one single lesson plan was nearly impossible. Rather than specific "how tos", I found Dr. Didonato's presentation to contain "why we shoulds". It gave a fresh insight to language teaching.

I walked into my class on Monday morning, and with a renewed spirit, I hauled my students to their feet. They thought I was crazy. I told them that if they wanted to sit back down, they first had to think of and say a word from their vocabulary list (which we had been laboriously creating for three days. Ho hum). The students were required to pronounce the word correctly in the target language and then give its meaning in English. If there was a problem with the pronunciation, someone else in the class gave the pronunciation, then the entire class pronounced the word in a choral response. After the choral response, the individual student who has mispronounced the word had to pronounce and define the word again before he was allowed to be seated. This technique allowed every student to have his "moment in the sun".

By interjecting my own enthusiasm, the students "caught the excitement". They woke up, their pronunciation improved, they stopped wasting time, and actually enjoyed "reviewing vocabulary". Can you believe that? I wouldn't have if I hadn't done it in my own classroom. My students wouldn't have believed it either.

This activity actually takes longer to explain here than it took to implement in my classroom. Yet the effect was wide sweeping. It changed the whole mood and tone of the class. I believe that the message that Dr. Didonato was sending was: involve the student more; let them stand and shout and clap. Let them compete with each other and reinforce each other and above all, communicate to the students your enthusiasm for learning the language. Show them that you love it, that you find it exciting and they will too.

For.Lan.-II/JOB32(1)
10/10/87

Michele Tavoletti
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objectives: Students will be able to recall, pronounce and translate vocabulary words from Unit 7 related to food. (Review activity)

1. Have students stand up beside their desks.

2. Instruct students to recall (with books closed) any word from Unit 7 that would name a food or drink.

3. Call on individual students at random. Allow the student to pronounce the word in the target language and then give its meaning in English.

4. Keep the pace of the activity moving rapidly by moving about the room, snapping your fingers and asking for additional information at random.

5. If a student mispronounces a word, ask another student to pronounce it correctly, then have the entire class repeat the word as a choral response. Choral responses may be repeated more than once, and for variation volume of choral response may be altered (i.e. más alto, más bajo). After choral response, go back to the student who originally mispronounced the word and have him repeat it and give its meaning again.

6. After a student has responded correctly and answered any additional questions asked by the teacher he may sit down.

For.Lan.II/JOB32(2)
10/10/87

Joanne L. Bottinelli
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

My lesson plan reviews the vocabulary and grammar related to travel experiences taken from Unit 20 of Nuestros Amigos by utilizing vocabulary-grammar-theme organizers.

A class discussion of students' past travel experiences opens up the topic in terms of vocabulary needed to speak about how they traveled, where they went, and the instructions needed to arrive at a destination.

By listing the discussion's vocabulary categories on the chalkboard the class is able to review and utilize enough information to enable them to create five sentences for Classroom Activity #2.

The follow-up activity further reinforces the vocabulary and grammar reviewed in the lesson.

This lesson incorporated the skills of listening, speaking, and writing. All of these activities were dedicated to the common goal of being able to follow instructions in order to arrive at a destination...an everyday, functional goal needed in the real world.

Joanne L. Bottinelli
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objective: To review vocabulary and grammar related to travel experiences (Unit 20 from Nuestros Amigos) by utilizing vocabulary-grammar-theme organizers.

Pre-Activity Discussion: Students discuss favorite modes of travel, favorite places to visit, and directions they needed to know in order to arrive at their destination.

Activity #1: Class compiles, on chalkboard, basic information needed by a traveler to follow a map and arrive at his destination. All vocabulary can be from Unit 20.

Caminos	Direcciones	Verbos
La acera	A la derecha	Cruzar
La autopista	A la izquierda	Doblar
El camino de tierra	Derecho	Entrar
La carretera	Atrás	Parar
	Al final	Permitir

Activity #2: Text (Nuestros Amigos) p. 212 map: using above vocabulary, students write five sentences explaining how to arrive at a destination on the map. An individual student will be selected to read his sentences without divulging the destination. The rest of the class listens and follows in the text to determine the destination. First person to discover the destination raises his hand. (Extra Credit or some reward can be offered.)

Post-Activity Follow up: Hand out for students which contains a map and two separate paragraphs giving instructions on how to arrive at two different places.

1. Students determine what the two destinations are.
2. Students write one paragraph with instructions for arriving at a third destination of their choice.

For.Lan.-II/33(2)
10/10/87

Dorothy Rudy
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

The problem with textbooks, according to Dr. Didonato, is that they are not always relevant. To make them relevant, we must use additional authentic material that we, as teachers, obtain in the foreign country. Although the classroom may be an artificial setting, it is less so if we use our own authentic materials to supplement the textbook. In some units, the texts may be completely useless and we teachers should cut or add accordingly.

Since I have heard Dr. Didonato's session, I have used such authentic material as: RENFE train tickets, Eurobuilding hotel bills, clothing labels from El Corte Inglés, bills from El Corte Inglés, and the Santander telephone directory. In class the students discuss the similarities and differences of the U.S. and Spain.

The authentic material that I chose for this lesson plan was the telephone directory. I chose the directory because the students are familiar with a telephone directory in the U.S. and it is essential to know how to use the directory in a foreign country. In discussing the differences, the students were surprised to find out that the Spanish numbers are always divided in pairs, i.e. 25-56-76. Students also found it intriguing to role-play, operator and person seeking information.

This activity which started out primarily as a listening-reading exercise, turned into a written one. The students chose to write to the people in the directory and ask for a postcard of their region. In this way a written and cultural exchange was encouraged.

Dorothy Rudy
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives
Lesson Plan

Objectives: (1) To use authentic material (telephone directory) to obtain information from students.
(2) To review numbers and street addresses.
(3) To test listening and reading skills.
(4) To teacher cultural differences.

Micro Skills: To check for listening and reading skills in the target language.

Advance organizer:
Discuss uses of telephone directory in US both in yellow and white pages. Discuss the differences and similarities in US directory and one in Spain. Show students sample of Spanish directory.

Teaching procedure:
Each student will have a copy of the Spanish "guía telefónica." The teacher becomes the operator and the students have to ask the teacher-operator for a telephone number. The teacher has options here: (1) she can ask if the first name of the person is Juan or Pedro if the surname is as common as Martínez, for example; (2) the teacher can ask the profession of the person (since professions are listed in the Spanish directory); (3) the teacher can ask the street address or (4) she can give the wrong number. A student's reaction and response will determine his level of listening and reading skills.

Post-listening activity:
(1) Students will role-play the "operator" in small groups and ask each other questions using numbers, street addresses and professions. (2) Students should note that in answering, they will give the numbers in pairs. Example: 33-43-55.

Stretch activity:
(1) Have students write to the people listed in the telephone directory and ask them to send a postcard of their town so that a cultural unit could be studied. (2) Set up correspondence on a regular basis with the person in the directory.

* * * * * * * * * * * *

HANDOUTS

(1) Copy of "guía telefónica."
(2) Direcciones: Escriba Vd. un diálogo entre la operadora y el estudiante.
Ejemplo: Estudiante: "¿Cuál es el número telefónico del Sr. Martínez?"
Operador(a): "¿Cuál Sr. Martínez, Blasco o Luis?"

For.Lan.-II/JOB34(2)
10/10/87

MANUEL TORRE, S. - Marques de la Ensenada, 2 54 2258
MANUTENCION ASTILLERO-CAMARGO S. COOP. LTDA.
Construc.
— Navarra, 6 54 2455
— Obras y Presupuestos
MANZANARES PORRES, J. L. - Repres. Com.
Lepanto, 3 54 0238
MARANES SALCINES, E. - Lepanto, 3 54 1291
MAQUINAS INDUSTRIAS ANJO S. A.
— Industria, Prolongación, sn ±54 0211
MARCO PASCUAL, A. - Bernardo Lavin, sn 54 2142
MARCOS GONZALEZ, A. J.
Venancio Tijero, Travesia, 11 54 2896
MARCOS PRIETO, R. - Bernardo Lavin, 4 54 1458
" ROMO, A. - Bernardo Lavin, 33 54 2579
" SAN EMETERIO, J. A. - Navarra, 18 54 1992
" ZORRILLA, M. A. - Santa Ana, 11 54 1205
MARENTE LOJA, J. - Sierra Donesteve, 15 54 0256
MARIN GOMEZ, J. L. - Bernardo Lavin, 2 54 2392
" MEDINA, C. - Doñana, 5 54 2266
" PACHECO, V. - Venancio Tijero, 2 54 1580
MAROTO MORALES, J. F. - Peluq. Cab°
Dieciocho de Julio, 27 54 2111
MARPLAS DECORACION
— Orense, Travesia de, sn -54 0722
MARTIN BELLO, P. - Dieciocho de Julio, 33 54 1949
" CHIMENO, J. - Marques de la Ensenada, 6 54 0381
" CHIMENO, V. - Fernandez Hontoria, 9 54 1778
" GUERRERO, L. - Juan de Isla, 4 54 0784
" LOPEZ, J. L. - Tomas Breton, 11 54 0677
" LOPEZ, M. C. - Lepanto, 3 54 2729
" LLORENTE, E. - Navarra, 20 54 0529
" MARTINEZ- CONDE, A. - San José, 29 54 0598
" REDONDO, E. - Lepanto, 5 54 2448
" RIOS, G. - Venancio Tijero, 13 54 2222
" SUAREZ, J. - Lepanto, 18 54 0826
MARTINEZ BASCONES, R.
Dieciocho de Julio, 13 54 2608
MARTINEZ BLASCO, A.
Emilio Fernandez Caballero, 61 54 2236
MARTINEZ CASUSO, P. - Industria, 7 54 1443
" DIAZ, B. - Bernardo Lavin, 28 54 0225
" DIAZ, J. - Industria, 33 54 2853
" DIEZ, J. M. - Venancio Tijero, Travesia, 11 54 2380
" DOSAL, M. - Industria, 58 54 2588
" FERNANDEZ, E. - Navarra, Travesia de, 7 54 2452
" FERNANDEZ, J. M. - Bernardo Lavin, 28 54 1304
" FERNANDEZ, V. - Dieciocho de Julio, 33 54 1151
" GARCIA, F. - Navarra, 2 54 0139
" GARCIA, M. - Fernandez hontoria, 13 54 0037
" GARCIA, M. - Industria, 66 54 2673
" HERRERO, A. - Lepanto, 3 54 2321
" IBAÑEZ, B. - Bernardo Lavin, Travesia, 6 54 2006
" IBAÑEZ, J. - Sierra Donestevez, 10 54 2456
" LIAÑO, J. A. - Garaje Lepanto, Travesia, 1 54 1172
" LUIS, P. J. - Navarra, 24 54 0892
" ORIA, M. - Marques de la Ensenada, 8 54 2809
" PEREZ, D. - Bernardo Lavin, 17 54 2397
" REVUELTA, A. - Industria, 12 54 2826
" REVUELTA, J. R. - Carniceria
Venancio Tijero, 13 54 1555
MARTINEZ RUIZ, V. - Dieciocho de Julio, 17 54 2903
" SIERRA, A. - Transp. Tomas Breton, 11 54 0823
" SIERRA, L. - Fernandez Hontoria, 8 54 0146
" TEJADA, L. - Dieciocho de Julio, 18 54 0753
" TORRE, V. - Navarra, 2 54 0170
" VELATEGUI, J. M. - Dieciocho de Julio, 9 54 2667
MATA FERNANDEZ, M. - Santa Ana, 7 54 0436
MATEOS CALVENTE, C. - Bernardo Lavin, 19A 54 2053
MATERIAL DE SANEAMIENTOS CAGIGAS
— Fontanero
— Bernardo Lavin, 2 -54 1272
MATOS DOYLE, A. - Generalisimo Franco, 2 54 1786
MAZA CORTINA, E. - Frutas Industria, 37 54 0022
" LASTRA, G. - Navarra, 3 54 0331
" LASTRA, L. - Industria, 5 54 1146
" PONCE, A. - Navarra, Travesia, 7 54 0962
" PONCE, A. - Mat. Ofic. Navarra, Travesia de, 7 *54 1362
" PONCE, F. - Navarra, 8 54 2195
" TORRE, E. - Dieciocho de Julio, 3 54 1487
MAZO PONCE, A. - Construc. Navarra, Travesia, 7 54 0372
MAZORRA RUIZ, S. - Navarra, 2 54 1387
MECANIZACION INDUSTRIAL ASTILLERO S. A.
Tall. Mec. Industria, sn { *54 1481 *54 1563
MEDIAVILLA CIDAD, M.
Generalisimo Franco, 11 54 0733
MEDIAVILLA SETIEN, O. - Sierra Donesteve, 15 54 2644
" VILA, J. R. - San Jose, 15 54 2572
MEDIN RODRIGUEZ, J. - Venancio Tijero, 13F 54 1863
MENCHERO BEJERANO, J. C.
Dieciocho de Julio, 27 54 0358
MENDAÑA MORAN, L. E. - Bernardo Lavin, 1 54 1132
MENDATAURIGOITIA VEGA, C. - San José, 7 54 0884
MENDEZ CIFRIAN, A. - General Franco, 2 54 2793
" CIFRIAN, N. - Sierra Donesteve, 1 54 0840
" COBO, J.
Generalisimo Franco, Travesia del, 24 54 1376
MENDEZ COBO, J. - Navarra, 2 54 1323
" ESTEBANET, E. A. - Bernardo Lavin, 17 54 1058
" GARCIA, L. F. - Bernardo Lavin, Travesia, 1 54 2967
" LIAÑO, F. - Bernardo Lavin, 35 54 0397
" TABORCIAS, M. C. - Lepanto, 3 54 0045
MENDIGUCHIA SANTOS, F. - Juan de Isla, 6 54 1687
MENENDEZ CABARGA, A. - Sierra Donesteve, 10 54 2215
" FERNANDEZ, M. - Almirante Churruca, 9 54 1447
MENESES GARCIA, M. - General Churruca, 4 54 0495
" GARCIA, M. - Bazar Abastos, Plaza de, sn 54 0772
MERCAPIDE COMPAINS, N. - Santa Ana, 22 54 0292
MERCERIA SANTA ANA - Santa Ana, 18 -54 0921
MERINO DURAN, J. B. - Venancio Tijero, 13 54 0651
" GUTIERREZ, J. - Taxis Industria, sn 54 0923
MESA FERNANDEZ, M.
Venancio Tijero, Travesia, 2 54 2294
MESON LOS CORDERAS - Industria, 1 -54 1399
MESON EL SABOR DE LA TIERRUCA
— Sierra Donesteve, 12 -54 1117
MICIECES MARTIN, M. J. - Bernardo Lavin, 14 54 2927
MIER BEDIA, J. J. - Venancio Tijero, sn 54 0802
" BEDIA, J. R. - San Jose, 7 54 2365
" DEL CERRO, M. T. - Venancio Tijero, 9 54 0020
" VELEZ, E. DE - Peluqueria
Dieciocho de Julio, 13 54 2654
MIERA, VDA. DE - Mercado, Plaza del, sn -54 0219
MIERA SAIZ, A. - Santa Ana, 10 54 1352
" SERNA, O. - Generalisimo Franco, sn 54 0298
" SERNA, O. - Comest. Mercado, Plaza del, sn 54 0219
MIGUEL ERCE, F. - Tomas Breton, 11 54 2952
" SAMPERIO, D. - Generalisimo Franco, 14 54 0431
" SANTAMARIA, C. - Bar San José, sn 54 0171
" SANTAMARIA, R. - General Churruca, 9 54 1116
" SANTAMARIA, R. - Pda. Taxis Juan de Isla, sn 54 0533
MIGUELEZ PUBILLONES, F
Bernardo Lavin, Travesia, 6 54 2877

MINDASA
— Industria, 64 ±54 1461
— Mecanizados
MINDASA
— Industria, 64 -54 1563
— Mecanizados
MINGUELA ARRIBAS, J. - Lepanto, 3 54 2354
MIRANDA CALLEJA, J. - Navarra, Travesia de, 4 54 0387
MODAS CESAR
— Constitucion, Plaza de la, 5 -54 2177
MOLINA GONZALEZ, J. A.
Dieciocho de Julio, 11 54 2732
MOLINO, VDA. DE - Navarra, 18 54 0642
MOLINO CABALLERO, A. - Santa Ana, 5 54 1084
" CABALLERO, M. - Bar Dieciocho de Julio, 13 54 2151
" MUÑOZ, F. - Bernardo Lavin, 8 54 0844
" MUÑOZ, R.
Generalisimo Franco, Travesia del, 3 54 0994
MOLINO MUÑOZ, F. - Marques de la Ensenada, 4 54 0441
" MUÑOZ, L. - General Churruca, 13 54 0947
MOLLEDA BEDIA, M. - Navarra, Travesia, 2 54 2932
MOLLINEDO MENDEZ, J.
Constitucion, Plaza de la, 5 54 0468
MONAR BEAR, C. - Bar Fernandez Hontoria, 8 54 0076
" BEAR, C. - Bar Fernandez Hontoria, 10 54 1173
" FERNANDEZ, J. A. - Sierra Donesteve, 19 54 0890
" FERNANDEZ, J. A. - Tomas Breton, 11 54 0987
" SECADAS, G. - Santa Ana, 11 54 1241
MONTAJES IBASA S. A. - Mtjes. Indus.
Bernardo Lavin, 17 54 0153
MONTAJES NANSA S. L. - Mtjes. Indus.
Dieciocho de Julio, 35 *54 1261
MONTAJES NANSA S. L. - Mtjes. Indus.
Fernandez Hontoria, 24 54 1409
MONTERO NAVARRO, V. - Venancio Tijero, 15 54 2325
MONTEROLA HERRERO, R. - Doñana, 5 54 2857
MONTES GONZALEZ, A. - Bernardo Lavin, 1 54 1206
" GONZALEZ, A. - Marceria Santa Ana, 18 54 0921
" GUTIERREZ, M. E. - Almirante Churruca, 8 54 1464
" PEREZ, E. - Tomas Breton, 11 54 1832
MONTOYA RUIGOMEZ, J. M.
Generalisimo Franco, 2 54 1448
MONZON IZQUIERDO, R. - Dieciocho de Julio, 37 54 0860
MORA HERRERA, J. - Sierra Donesteve, 8 54 0928
MORAN MONTERO, F. - Lepanto, 3 54 0384
MORANTE ARANGA, F. A.
Fernandez Hontoria, 1 54 0025
MORANTE GOMEZ, P. - Dieciocho de Julio, 27 54 0964
" RODRIGO, F. - Industria, 6 54 2633
MORO ARROYO, B. A.
Bernardo Lavin, Travesia, 10 54 2194
MORRONDO ORTIZ, A. - Santa Ana, 5 54 0856
MOSQUERA AZCONA, R. M.
Bernardo Lavin, Travesia, 4 54 2315
MOYA FERNANDEZ, F. - Navarra, 20 54 1494
" PALACIOS, A. - Santa Ana, 12 54 0294
MUCIENTES FONTECHA, F.
Dieciocho de Julio, 25 54 0794
MUEBLERIA ORTUÑO - Industrias, 8 ±54 0121
MUEBLES CEBLANCA
Dieciocho de Julio, 23 -54 0348
MUEBLES FINOS BEDIA Y GOMEZ
Industria, 32 -54 0469
MUELA GONZALEZ, E. - Santa Ana, 3 54 1697
MULAS VAQUERO, G. - Bernardo Lavin, 2 54 1584
" VAQUERO, J. - Tomás Breton, 11 54 1647
MUNGUIA ONATE, F. M.
Bernardo Lavin, Travesia, 5 54 0116
MUÑOZ ALVAREZ, E. - Doñana, 5 54 2445
" BLAZQUEZ, N. - Sierra Donesteve, sn 54 0901
" CALVO, I. - Navarra, 6 54 1430
" RUIZ, V. - Fernandez Hontoria, 5 54 2376

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NANSA S. L.
— Montajes Industriales
— Dieciocho de Julio, 35 -54 1050
NANSA S. L.
— Montajes Industriales
— Dieciocho de Julio, 35 ±54 1261
NARDIZ Y POMBO, C. DE - Méd.
Bernardo Lavin, 23 54 0033
NAVARRO OLMEDILLA, J.
Marques de la Ensenada, 1 54 0145
NAVARRO SIERRA, M. - Santa Ana, 10 54 1025
" VALIENTE, J. - Bernardo Lavin, 17 54 0003
NAVEDO PUENTE, F.
Sierra Donosteve, Travesia, 19 54 2522
NEILA LOPEZ, F. - Venancio Tijero, 15 54 2418
NICOLAU AYERDI, A. - Doñana, 9 54 0427
" AYERDI, A. - San Jose, 15 54 2745
NIETO FERNANDEZ, R. M. - Bernardo Lavin, 1 54 0979
" GUERRA, A. - Navarra, Travesia de, 3 54 2382
" MANGAS, E. - Bernardo Lavin, 31 54 0798
NORENA APARICIO, M. J. - Doñana, 5 54 0730
" TORRE, J. - Sierra Donesteve, 4 54 0074
" TORRE, L. - Convento, 10 54 2703
NORIEGA GOMEZ, J. A. - Venancio Tijero, 13 54 2569
NOTARIA DEL ASTILLERO
Dieciocho de Julio, 11 *54 0718
NOVOA FERRERAS, L. - Navarra, C 54 1315
NOZAL SALVADOR, P.
Bernardo Lavin, Travesia, 6 54 2407
NUÑEZ PORTA, V. - Dieciocho de Julio, 22 54 0342

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OBREGON OBREGON, R. M
Constitucion, Plaza de la, 5 54 2606
OBREGON PRESMANES, J. - San Jose, 7 54 1194
OCEJO SANTIAGO, G. - Generalisimo Franco, sn 54 0314
OLAZAGUIRRE QUINTANA, A. - Industria, 5 54 1053
OLGADO GUILLEN, D. - Lepanto, 3 54 2447
OLMO CASARES, V. DEL - Bernardo Lavin, 3 54 0547
OPORTO IBAÑEZ, S. A. - Refrig. Lepanto, 12 54 0588
ORDORICA ARCE, M. - Industria, 30 54 0482
ORDUÑA MARTINEZ, I. - San Camilo, Barrio, 74 54 2104
ORTEGA BARON, J. - Bernardo Lavin, Travesia, 6 54 2618
" CALVO, T. - Dieciocho de Julio, 18 54 0694
" GARCIA, J. - Dieciocho de Julio, 17 54 1375
" GONZALEZ, M. - Industria, 20 54 2765
" GONZALEZ, V. - Bernardo Lavin, Travesia, 8 54 1490
" LASSALLE, I. - Lepanto, 12 54 1381
ORTIZ ACHA, M. R. - Bernardo Lavin, 28 54 1187
" DIEGO, A. - Constitucion, Plaza de la, 5 54 2575
" FERNANDEZ, P. - Industria, 13 54 1994
" FERNANDEZ, M. - Industria, 52 54 1295
" FRESNEDA, T. - Sierra Donesteve, Travesia, 10 54 0406
" GONZALEZ, M. - Santa Ana, 14 54 2239
" GUTIERREZ, J. M.
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ORTIZ MARAÑON, R. - Generalisimo Franco, 17 54 1596
ORTIZ MARAÑON, V. - Dieciocho de Julio, 37 54 0902
" REVUELTA, A. - Bernardo Lavin, 17 54 2297
" REVUELTA, A. - Lepanto, 3 54 0486
" RUIZ, G. - Alm. Vinos Bernando Lavin, 26 54 2950
" RUMOROSO, R. - Navarra, 1 54 0137
ORTUÑO CEBADA, R. - Muebles Industrias, 8 *54 0121
ORUBE GUTIERREZ, A. - Generalisimo Franco, 6 54 1530
ORUS PUEYO, I. - Bernardo Lavin, 14 54 0951
OSA SAN EMETERIO, E. DE LA
Bernardo Lavin, Travesia, 4 54 2845
OSLE GARCIA, P. - Dieciocho de Julio, 22 54 1776
" GARCIA, R. - Venancio Tijero, 13 54 1632
OSORIO HERRERO, J. L. - Lepanto, 3 54 0006
OUTEIRAL RIOS, M. - Dieciocho de Julio, 13 54 07. 1
OVIEDO DOBARGANES, M. C.
Sierra Donestevez, 4 54 2327

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PACHECO MACIAS, M.
Sierra Donesteve, Travesia, 10 54 0782
PALACIN DE DIEGO, A. - Santa Ana, 3 54 1878
PALACIO, VDA. DE - Fernandez Hontoria, 14 54 0318
PALACIO MURIEDAS, A. - Navarra, Travesia de, 7 54 0156
" RODRIGUEZ, P. - Juan de Isla, 5 54 0230
" SANTIAGO, J. - Tomas Breton, 1 54 1307
" SANTIAGO, L. A. - Juan de Isla, 7 54 1035
" DE LA SERNA, T. - La Serna, 7 54 0628
PALAZUELOS AGUERO, G. - Venancio Tijero, 13 54 2373
" LISASO, E. - Venancio Tijero, 13E 54 2146
" LOPEZ, R. - Bernardo Lavin, 35 54 1198
" SANCHEZ, J. L. - Industria, 5 54 0777
PALENCIA CALVO, M. - Santa Ana, 5 54 0724
PALOMERA LAGO, F.
Bernardo Lavin, Travesia, 8 54 2778
PANADERIA P. AGUILERA - San Jose, 16 -54 0274
PANADERIA VALENTIN HURTADO
Dieciocho de Julio, 3 -54 0325
PANDO PANDO, M. - Bar Dieciocho de Julio, 35 54 0965
PANIFICADORA DE ASTILLERO
Dieciocho de Julio, 3 -54 0325
PAQUETERIA SANTAMARIA - Industria, 20 -54 0418
PARADA DE TAXIS DE ASTILLERO
— Juan de Isla, sn -54 0523
PARRA MONAR, C. - Lepanto, 7 54 2169
PARROQUIA DE SAN JOSE - San José, 1 54 0166
PARTE GOMEZ, C. - Navarra, Travesia, 6 54 2167
PASCUAL AJA, J. - Navarra, 18 54 0290
" GETE, E. - Dieciocho de Julio, 26 54 0537
" GETE, J. - Juan de Isla, 3 54 0452
" GOMEZ, E. - Bernardo Lavin, Travesia, 10 54 2101
" VELASCO, T. - Bernardo Lavin, 8 54 1099
PASTELERIA HORNO CAMPURRIANO
— Dieciocho de Julio, Travesia del, sn -54 1066
PATON LACHICA, A. - Lepanto, 1 54 2818
PAZ ADAN, O. DE - Santa Ana, Bl. 5 54 1840
" CONCHA, E. - Santa Ana, 16 54 2725
" RAMOS, E. - Almirante Churruca, 18 54 2655
PAZOS LAINZ, M. - Santa Ana, Bl. 5 54 1285
PEDROSA RODRIGUEZ, A. - Industria, 10 54 2488
PELUQUERIA Y BELLEZA JOSELY
— Dieciocho de Julio, 13 -54 2654
PELUQUERIA DE SEÑORAS JOAQUIN
Industria, 22 -54 0918
PENSION VDA. DE ENCINAS
Bernardo Lavin, 1 -54 0323
PEÑA DIEZ, J. - Industria, 3 54 0170
" GONZALEZ, M. P.
Bernardo Lavin, Travesia, 6 54 2742
PEÑA GUERRA, J. - Bernardo Lavin, 3 54 2593
" LOPEZ, A. - Marceria Bernardo Lavin, 2 54 1071
" LOPEZ, J. L. - Comest. Venancio Tijero, 13 54 1613
" SAN JUAN, J. M. - Tomas Breton, 11 54 1742
PERAL LEZCANO, J. A. - Dieciocho de Julio, 23 54 0670
PEREDA HONDAL, C. - Navarra, C 54 1728
PEREIRA DA CRUZ, J. - Doñana, 6C 54 2298
PEREZ, VDA. DE - Carpint.
Generalisimo Franco, 12 54 0125
PEREZ ACEBO, J. - Doñana, 9 54 0558
" ACEBO, M. A. - Sel. Barrio del, sn 54 2356
" AGUEROS, M. - Tomas Breton, 1 54 1738
" ALONSO, C. - Navarra, Travesia, 4 54 2304
" BUEZO, E. - Bernardo Lavin, 10 54 0034
" BUSTILLO, M. J. - San Jose, 37 54 2774
" CALDERON, D. - Santa Ana, 14 54 1182
" CANALES, J. - Venancio Tijero, Travesia, 11 54 2659
" COBO, F. - Bernardo Lavin, 1 54 1278
" COBO, F. - Bar Tomas Breton, 11 54 1268
" COBO, J. M. - Bar Navarra, 2 54 0966
" FERNANDEZ, J. M. - La Casona, 5 54 0056
" FERRERO, A. - Industria, 7 54 2600
" FERRERO, S. - Navarra, 20 54 1604
" GARRIDO, C. - Venancio Tijero, 13 54 2836
" GARRIDO, F. - Sierra Donesteve, 17 54 2759
" GOMEZ, M. P. - Navarra, Travesia, 3 54 2743
" HERRERO, F. - Dieciocho de Julio, 14 54 0343
" HUMARA, P. - Santa Ana, 22 54 2702
" DE JUANA, E. - Venancio Tijero, 15 54 2825
" DE JUANA, M. A. - Marques de la Ensenada, 8 54 2208
" MARTINEZ, M. A. - Lepanto, 3 54 2339
" MAZA, J. M. Nuestra Señora de los Remedios, Grupo de, 7 54 1234
PEREZ MAZA, M. - Generalisimo Franco, 14 54 1306
" MIGUELES, P. M. A. - Fernandez Hontoria, 22 54 0123
" MIGUELEZ, J. B. - Mat. Const. Industria, 15 54 0669
" MUNUZURI, E. - Sierra Donesteve, 1 54 1900
" PASCUAL, J. L. - Bernardo Lavin, 17 54 0705
" PEREZ, R. - Santa Ana, 9 54 0449
" PINEIRO, J. R. - Venancio Tijero, 3 54 2792
" DEL POZO, J. - Dieciocho de Julio, 39 54 0279
" RAMIREZ, D. - Bernardo Lavin, 1 54 1858
" RATON, J. M. - Dieciocho de Julio, 35 54 1460
" RODRIGUEZ, J. - Industria, 80 54 2147
" RUIZ, J. - Generalisimo Franco, 10 54 2918
" SANCHEZ, J. L. - Autoserv.
Bernardo Lavin, Travesia, 8 54 2628
PEREZ SANCHEZ, M.
Venancio Tijero, Travesia, 9 54 2506
PEREZ TEMPRANA, F. - Generalisimo Franco, 19 54 1592
" TRUEBA, C. I. - La Industria, 43 54 2728
PERNIA PEREZ, J. - Industria, 25 54 1830
PEROJO OTI, J. A. - Almirante Churruca, 10 54 2353
PERONA FELGUERA, M.
Almirante Churruca, 10 54 2544
PETIT BLANCO, A. - Venancio Tijero, 7 54 0094
PICO ORTIZ, E. - Navarra, Bl. C 54 1884
" QUINTANA, F. - Navarra, 6 54 0334
" QUINTANA, J. A. - Doñana, 7 54 1556
PIGAZO RODRIGUEZ, J.
Generalisimo, Travesia, 2 54 1256
PILA CAGIGAS, D. - Industria, 50 54 0751
" CASTANEDO, L. - Obrero, Barrio, 1 54 1831
" GARCIA, L. - Venancio Tijero, 3 54 2790
" GARCIA, M. - Bernardo Lavin, 17 54 0810

Ilissa T. Solomon
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

The purpose of the lecture was to show us ways of adapting and supplementing our existing textbooks to include more modern, up-to-date and relevant materials. This adaptation will provide not only a higher level of student interest but also will improve students' ability to think creatively and independently.

In my Spanish I classes, we are working on a unit that teaches Mexican and American foods, eating habits and cultural differences regarding dining customs. The textbook has a dialogue that discusses Sanborns, foods and Sunday dinner at grandmother's. Vocabulary includes food items, dishes and cutlery.

To supplement this dialogue and grammar drills, students will bring in menus that come from local Mexican restaurants and will present to their classmates a short summary of what they ate (or will eat). Because dining vocabulary is taught, students will known enough to speak in the target language.

After the presentations are made, vocabulary and grammar will be reinforced with games of "pressure cooker" and rejoinder exercises. As a "wrap up" review and cultural experience the class will take a field trip during the week to a Mexican restaurant. All ordering and conversing with waiters will be done in Spanish.

For.Lan.-II/JOB35(1)
10/10/87

Ilissa T. Solomon
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

I. Purpose: The purpose of this lesson (which will take two class periods) is to introduce Mexican foods and dining styles to students.

II. Introduction: The dialogue at the beginning of the chapter will serve as an introduction to foods, restaurants and eating customs. Vocabulary and grammar on the subject will be introduced at this point.

III. Activities: Once students have a feel for the topical vocabulary and grammar, they will be given three days to locate and eat at the Mexican restaurant of their choice. They will bring in a menu from their restaurant and each student will take 2-3 minutes to describe, in the target language, what they ate and if they liked it. Before coming to class, they will have filled out an "official restaurant food critic" survey. This activity is designed to involve them emotionally in the topic and to give them out-of-class experiences in the target culture.

Once students are familiar with the foods, the following "pressure cooker" game will be played: Random students will stand and for fifteen seconds list any food or beverage that they can remember on their menu. I will write the words as soon as they say them, and we will all take turns telling classmates what the foods are. Afterward, we will do two or three of the following rejoinder exercises:

1. Students all stand, and I say "Tengo hambre y quiero comer." (I am hungry and I want to eat.) They can sit when they respond to the sentence. I will then have variations, such as:

   - all blonde students repeat the sentence
   - all boys/girls repeat
   - all short people repeat, etc.

2. Students all stand, and I say "Tengo sed y quiero beber algo." (I am thirsty and I want to drink something.) Same procedure as above.

IV. Wrap up, review and reinforcement: Students and I go on a field trip to a Mexican restaurant for dinner. Waiters/waitresses must be addressed in Spanish. I will make plans with the restaurant in advance to make certain that only Spanish-speaking waiters serve us.

For.Lan-II/JOB35(2)
10/10/87

Nicole Gumbrill
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Mr. DiDonato techniques proved to me that life can be brought to a foreign class where sometimes grammar and vocabulary drills can be very dreadful for the students. So, in preparing my lesson plan for my French class, Chapter XVI, A LA FERME, I chose some of his techniques and adapted them as aids to the development of the learning process of the subject matter. My main objective was to make my students think and apply creativity through the activities and by the same process learn and remember.

First, to practice the vocabulary, I did the Grab Bag with them. All vocabulary words we had covered previously were in it. Each student was to pick one and describe in their own words what it meant. This activity was fairly easy.

My next step was the Rejoinder Exercise. I gave them cues in the target language and the students were to finish sentences applying vocabulary viewed in previous exercise. In some of them I even used French sounds of animals and had them tell me which animal made that sound.

I finally pushed it to a more advanced level using the Inquisition. The students, one at a time, had to tell the class a story in French about the topics chosen on everything that goes on or might go on at a farm. They really did great and it gave them a sense of accomplishment. They were at that time able to apply the grammar we had covered in a similar way.

Last but not least, they finally tied the whole scheme together by drawing a postcard on the subject matter and writing in French to their parents bout a fantasy trip to a French farm. The end product, after the recycling of the material was that all students through fun and creativity, had a good knowledge of the subject matter.

For.Lan.-II/JOB36(1)
10/10/87

Nicole Gumbrill
January 31, 1987

Adapting Textbooks to Foreign Language Course Objectives

Lesson Plan

Objective: To teach, through game type activities, a subject that most city students do not know about: the farm and its vocabulary in French.

Pre-Listening: Give a vocabulary list and introduce students to the script.

Teaching Procedure:

1. Grab Bag: use first to put into life the vocabulary words. Students get more accustomed to the words by explaining them at their own level of understanding.

2. The Rejoinder Exercise: use so that students would now reverse the roles. Teacher says the definitions in a sentence structure and students have to fill in the missing words. Great listening exercise as well.

3. With the Inquisition, the students stand up and talk in the target language about the subject matter following just the cue of a title.

Advanced Organizer: Students are given blank cards 7x10. On one side they draw a picture of a farm (or something relating to a farm). On the other side, they write a note to their parents about an imaginary stay on a farm in Ore, a little village in France, following postcard procedures learned in previous chapter.

SESSION III

Developing Communicative Skills in the Foreign Language Class II

"Creative and Communicative Activities
in the Foreign Language Classroom"

Dr. Barbara Snyder,
Normandy High School, Parma Heights, Ohio

Activities and techniques that involve students in the learning process are an important motivational factor in the FL classroom and lead to more effective language learning. Many creative, cooperative and communicative activities will be presented during this workshop and participants will have a chance to participate in several of them. Techniques that teachers can use to implement these student-centered activities will be discussed, and basic information on theory, goals and objectives, and classroom management will be given. Finally, suggestions for lesson planning that includes communicative activities and suggestions for creative testing and informal evaluation of communicative activities will be presented.

Among the communicative activities that participants will have a chance to practice are the following: mini-interviews, partner practice activities, sentence-builder activities, reaction activities, and value-sharing activities. Several learning games for communication practice will also be practiced: Discovery, Detective, Diagramming, and the Name Game, for example. Additionally, several student-centered linguistic activities and games will be described: Dice Game, Tic-Tac-Toe, Match Game, and Concentration, for example.

Among the numerous student-made creative activities that will be described and displayed are: time lines, word outlines, word pictures, Spanish "shoe" verbs, paper-plate meals, draw-and-describe activities, cartoons, personalized posters, and promotional posters.

Additionally, several brief article excerpts and "how-to" pages will be included in the handout. Following the workshop, teachers will have several "Monday-morning" activities to use immediately, and they will be able to use many other communicative activities through the weeks and months ahead.

Michele Tavoletti
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

In order to help our students to develop a greater degree of oral proficiency in the classroom. We as teachers need to step out of "center stage" and encourage the students to generate more of the conversation. I decided that because my students are such social creatures, and love to be out of their seats, that they would be receptive and enthusiastic about participating in the "twin game", which would allow me to shift the focus of my classroom from myself to the students.

I constructed the "twins activity" according to the pattern given by Barbara Snyder. I typed the 15 simple sentences using a combination of vocabulary words and grammatical structures presented in Unit 8 of Nuestros Amigos, and vocabulary cognates introduced in Unit 9. (See lesson plan.) Because I used a combination of words from two different units, I planned the activity to follow the introduction of Unit 9 vocabulary. This provided reinforcement of familiar vocabulary. It also provided the students with an opportunity to practice grammatical structures and verb conjugations acquired in Unit 8 in conjunction with newly introduced vocabulary from Unit 9.

I decided that this activity could not be an end in and of itself, but it could be used as a "lead in" to a small group activity. On the same day that I had planned to use the "twin activity", I also intended to do an exercise from the book as a partner interview. So, I distributed the twin papers, instructed the students to, by using only target language, ask questions to discover who his/her twin was. After each student had found his/her twin, he was then to work with that student in the partner interview from the book.

In order for the students to accomplish the task of finding their twins, they had to manipulate grammatical structures (ex. changing first person statements to second person questions. Ex. I like monopoly - Do you like monopoly?) In its way, the twins activity served as on oral warm up by allowing students to practice the familiar structures. It also gave the students an opportunity to generate their own conversations and to practice listening comprehension skills as well as speaking skills.

The students not only enjoyed the break in routine, but the random recombination of students into "partner groups" for the next activity, gave the students a purpose in having done the activity. I believe that the activity was successful. It certainly changed the mood of the classroom, as well as increasing the total amount of time that the students actually spent speaking the target language. I was still able to evaluate the students oral skills by moving about the room and listening to various individuals and partner groups so there was still control in the classroom. When we implement activities such as these, the students are more involved in learning and they enjoy the language class more. It improves their attitudes and it also provides greater opportunities to use the target language. Students have more practice, and their skills improve as a result.

For.Lan.-II/JOB37(1)
10/10/87

Michele Tavoletti
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Objectives: Students will be able to develop oral proficiency skills.

Mini skills: Students will be able to practice new and old vocabulary words.
Students will be able to demonstrate ability to ask and answer questions in the target language.

1. Review pronunciation of new vocabulary words from list.

2. To explain "twin activity" - "I will distribute a sheet of paper to each of you. On that paper, you will find six sentences in Spanish describing the things which you do in your spare time. In this room, there is one other person who likes the same things that you do - that person is your perfect twin. Your job now is to talk to each other in Spanish, and find your twin. When you have located your "twin", sit down next to him/her.

3. "Now, working with your twin, open your books to page 87, and take turns asking each other the questions in exercise 3. Each of you needs to record the other's answers on the back of your "twin paper". You may take 10 minutes to interview your "twin" and record his/her answers.

4. Teacher circulates from group to group listening for conservation asking each student to reveal some information about his/her twin.

Twin Activity

1. Yo juego al monopolio.
2. Yo juego a las damas.
3. Yo juego a las cartas.
4. Yo juego al domino.
5. Yo juego al ajedrez.
6. Yo juego al fútbol.
7. Yo juego al béisbol.
8. Yo juego al básquetobol.
9. Yo juego canicas.
10. Yo voy al museo.
11. Yo voy al cine.
12. Me gusta jugar.
13. Me gusta mirar la televisión.
14. Me gusta escuchar discos.
15. Me gusta estudiar.

For.Lan.-II/JOB37(2)
10/10/87

Margaret Jarrell
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

This session dealt with incorporating creativity and communicative activities into the foreign language classroom. When selecting my activities, I had to consider that my students were first year language students. It is important to give them several opportunities to achieve success.

I chose a Sponge Activity and the Dice Game. These activities were mechanical, but were made meaningful by adding the topic of clothing. These exercises were also skill-getting, linguistic activities. It is vital to make these exercises communicative, or skill-using activities.

I planned a communicative activity in order to gain information about what type of clothing the students like, dislike, and prefer to wear. They did this by asking and answering each others questions.

My final activity was Creative Crosswords using the clothing vocabulary. Each high scorer received ten extra credit points.

Most of my activities were short, and repetitive to aid with retention of the language. I have found that the more I review grammar concepts or speak the language in my classroom, the more my students remember. The students enjoyed using the language that they knew. They were eager to talk and demonstrate their knowledge of the target language.

Margaret Jarrell
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Level: Spanish I

Objective: The student will practice clothing vocabulary and use it to inquire about other peoples taste in clothes.

1. Sponge Activity - "Diagramming"

   Draw lines connecting a persons name to clothing and a particular type of weather.

2. Grammar Review - Adjectives and adjective placement.

3. Dice Game - Make sentences using subject pronouns, adjectives, and articles of clothing.

4. Today's Lesson - Describe what someone is wearing and if you like it or not. Ask questions about what kinds of clothing they like or dislike.

5. Writing Activity - "Creative Crosswords"

   The topic is clothing. There are four students in a group. Each student uses a different colored pen to write his/her words. The person with the highest score wins 10 extra credit points.

TRANSPARENCIES

#2 Dice Game - Roll the dice and according to the roll on the dice make sentences using subject pronouns and an article of clothing. Write the sentences down.

SUBJECT PRONOUNS (RED)	CLOTHING (ORANGE)
1. Yo	1. los pantalones
2. Tú	2. la falda
3. Marce y Carlos	3. la camisa
4. Carmen	4. el suéter
5. Teresa, María y Ana	5. el abrigo
6. Carmen y Yo	6. el traje de baño

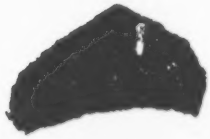
For.Lan.-II/JOB38(2)
10/10/87

#1 Sponge Activity- "Diagramming"- draw a line from a persons name to an article of clothing to a weather expression.

1. Marco

hace sol

2. France y Pablo



llueve

3. Catalina

hace frío

4. Isabel y Manuel

hace buen tiempo

5. Margarita y Juana

hace viento

6. Carmen y Francisco

hace fresco

Ilissa T. Solomon
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

The premise of Dr. Snyder's report is that all learning in the classroom must be seen as a combination of both linguistic as well as communicative skill development. Linguistic skills are those that involve grammar: learning vocabulary words and how to arrange them in a sentence. Although this is obviously a very important part of learning a language. It is just as important to learn communicative skills, i.e., verbal and audio-interaction with others, with the actual message (and now how perfectly it is delivered) being the main focus.

There are four levels of language development that a student should go through while acquiring linguistic and communicative skills. The attached lesson plan for Spanish II takes the student through all of the phases, from mechanical, meaningful, communicative, and to a lesser degree, interactive. The mechanical and meaningful stages come first, introducing the student to the actual terminology and grammar, and helping the student commit these to memory. At this level, the student knows the words but cannot use them in any way that expresses his conversational abilities or personal ideas. At the later levels, communicative and interactive, the student learns to express himself and listen to others, i.e., to hold a spontaneous, structure-free, conversation.

My plan is for a 2-day lesson on road signs, traffic rules, and giving directions on how to get from one place to a certain specific destination. Linguistic skills will involve learning the required vocabulary and phraseology. Students will do some rote exercises to help them memorize the information. Afterwards, communicative skills will be emphasized through the "How Do We Get There?" game described in the plan.

For.Lan.-II/JOB39(1)
10/10/87

Ilissa T. Solomon
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

1. Objectives: To have students be able to listen to road directions, in Spanish, and be able to find the place that they are being directed to.

2. Skills: Listening to directions, writing them down correctly, and asking for further explanation or clarification if necessary (in Spanish).

3. Activites: (Day One)

Mechanical/Meaningful Level

1. Students are introduced to road signs, traffic rules, and phrases such as "make a left", "go two blocks", "head north, south", etc. They will learn how to correctly spell and pronounce through the use of rote textbook exercises. At this point, they know when to use what words, but there is no oral communication.

Communicative Level

2. Once students know when and how to use the words, I will communicate with them by giving them (orally) directions from Piper High School to a destination unknown to them. Through drawing a map of what I am saying, students will guess my destination.

(Day Two)

Interactive Level

3. Classes will be divided into four or five groups. Each group will write out in detail directions from Piper to the destination of their choice. I will go around assisting, making sure they are writing what they really need to say and helping with vocabulary if they need it. After they have finished, the group leader will read the directions to the class. The first student to correctly guess the exact location wins. Students may, at any time, interrupt to ask for clarification. This must be done in Spanish. The winning student must repeat the directions back to the group giving them.

For.Lan.-II/39(2)
10/10/87

Sally Marchel Wiebe
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

In planning this week's lesson, I was influenced by Barbara Snyder's comment that students initiate only seven minutes of conversation out of 150 minutes in an average school day. I, therefore, sought to incorporate more communication activities which were "skill-using" in real interaction situations and to avoid linguistic drills. I also kept in mind that students learn most when given the opportunity to make the most number of correct answers and included some free-structured/open-ended exercises. The use of rejoinders was particularly effective in that respect. I found that divergent activities, rather than convergent, promoted greater class participation and motivation. The partner practice was an effective means to break the class into smaller interactional groups and eliminated the traditional "teacher-oriented" setting. Partner practice was used for spiral reentry of previously learned material, as well as for the new lesson. These creative activities added authenticity and concentrated on the ability to exchange messages, emphasizing the meaningfulness of language. This approach avoids the monotony of "skill-building" activities.

Sally Marchel Wiebe
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Subject: French Level: Intermediate-Low

Objective: Communication Skills

Micro-skills:
to make appropriate rejoinders to verbal statements (2) to make negative statements (3) to express emotion, doubt, desire, necessity using the subjunctive.

Warm-Up Activity:
Review common rejoinders with overhead: quel dommage, vraiment, moi aussi, quelle barbe, quelle sa
(1) Teacher reads list of 10 statements to which students respond: Ex: Hier soir, j'ai étudié pendant trois heures-quelle barbe!

Review Activity:
Partner Practice - One student is given a list of affirmative statements which he reads out loud, partner responds in the negative. Ex: (1) J'étudie toujours le soir - Je n'étudie jamais le soir. (2) Quel qu'un me téléphone-Personne ne me téléphone. Reverse roles.

Lesson Introduction:
"Dive" into the subjunctive mood using the letters "DIVE" to introduce expressions of doubt, impersonal, volition, and emotion. Call for examples of each and explain formation of the verb forms.

Group Activity:
Respond to "Êtes-vous content ou désolé que (1) La classe passe un examen (2) Nous étudions le subjontif (3) Le prof me choisit etc.?

Partner Practice:
One partner reads an expression which the other completes. Ex: (1) Je regrette que... (2) J'ai peurque (3) Je doute que... First partner reports responses back to the class. Rejoinders illicited
Written Assignment: Given a list of statements preface each with an expression, making necessary changes. Ex. (1) Mes notes sont mauvaises - Je regrette que mes notes soient mauvaises (2) Ma famille voyage en Europe - Je suis content que ma famille voyage ...

For.Lan.-II/JOB40(2)
10/10/87

Candice Gartel Blanco
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

It is sometimes difficult to attain balance between activities in the foreign language class that emphasize linguistic skills and those that teach communicative skills. Often the classroom focus is on the former, and meaningful exercises are not encouraged. Perhaps the reason for this is that considerable effort is needed on the teacher's part to get to know students' interests, organize them to be able to relate to each other and adapt textbook materials so that they become tools of communication rather than lists of items and rules to be memorized.

Organizing students in groups of four seems most conducive to promoting not only conversation and more personal sharing in a foreign language, but also learning inter-personal skills that will be valuable to the student in the future. These groups and splitting into frequent partner activities upgrade language drills to be more meaningful activities as students share likes and dislikes, attitudes, fears, hopes and also monitor each other's progress in the target language through competitive games.

Though communication is the primary goal in such group activities, it remains important to teach correct forms and uses in the language. Students monitoring each other often have a greater impact on the individual student than being monitored by the teacher, and competition many times is the best motivator.

The attached lesson plan provides a game of concentration in an Advanced class. Students match positive and negative familiar and formal commands. In an advance organizer the teacher mentions the complication of four different forms in the Spanish language, and in a quick drill asks individual students to state the opposite of whatever she commands. The game itself is one of concentration just as a great deal of concentration is necessary in real communication. A follow-up activity upgrades the lesson to a communicative one as the pairs of students work together to write a list of requests to their teacher using the concentration cards to express what they want and don't want the teacher to do in their language class.

For.Lan.-II/JOB41(1)
10/10/87

Candice Gartel Blanco
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Concentration

Objectives: To reinforce forms of positive and negative commands in an Advanced Spanish class and to allow students practice in using these forms in a communicative activity.

Advance Organizer: Teacher focuses attention on many irregular forms in positive familiar commands, the negative familiar forms being very difficult, and the fact that there are four command forms from which to choose. Teacher then gives a positive form and requests a negative one, etc.

Game of Concentration: Students work in pairs to match positive and negative forms. Teacher monitors appropriate expression in voicing these commands - Vete!, No te vayas!

Follow-up Activity: Students work together to choose positive and/or negative commands to write a list of requests to the teacher. Thus students will be able to show proper usage and communicate their personal feelings about their Spanish class. (Don't give us a test on this!, Ask us if we want homework!)

Patricia Chandler
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

The presentation of Mrs. Snyder contained so many ideas that I was anxious to try as many as possible. However, since most required much advance preparation, I decided to begin with a simple activity related to our present unit in Spanish II on traffic and giving directions.

To begin, each student was assigned a partner and a group of four, as Mrs. Snyder suggested. Then as a homework assignment each was assigned to draw 2 maps of the area surrounding their high school and including the area in which they lived. Map #1 was to include their house and directions to it using arrows and map #2 only the streets, no house and no directions.

The following day partners exchanged map #2 and directed each other from the high school to his home in the target language. The partner receiving the directions traced them on the map, an exercise similar to diagramming. Then they compared map #1 with map #2.

Students seemed to enjoy this activity so much that that requested more and we did several variations on the activity until students felt comfortable giving and receiving directions in the target language One observation I did make was that, as Mrs. Snyder had predicted, students were very noisy in doing the activity, but as their confidence in using the target language to give directions increased, the noise level seemed to decrease.

For.Lan.-II/JOB42(1)
10/10/87

Patricia Chandler
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Text: Nuestros Amigos

Lesson: 20

Objective: The student will be able to give and receive directions from one given point to another in the target language.

Procedure: Students are arranged in groups of two with desks facing each other. Using a map of the area surrounding the high school, each student is to give his partner directions to his house in the target language. The partner is to draw the directions given him on the map in front of him. Then this map is compared to a pre-assigned map drawn by the student.

Variations: Partner #1 gives directions to a familiar place anywhere in Florida. By tracing the directions given, partner #2 must guess where he is.

Grab bag - Students draw names of familiar places from a grab bag and must explain to the parnter how to get there. Partner draws map and guesses where he is.

For.Lan.-II/JOB42(2)
10/10/87

Margaret M. Kopp
February 21, 1987

Developing Communicate Skills in the Foreign Language Class II

This lesson plan is non-threatening in that no grades were to be given, but the winners were recipients of cookies--something they all liked. The game is a good review of the tenses they have already learned.

The students enjoyed the deviation from the regular routine and we were all pleased that so many remembered the various tenses so rapidly.

For.Lan.-II/JOB43(1)
10/10/87

Margaret M. Kopp
February 21, 1987

Developing Communicate Skills in the Foreign Language Class II

Lesson Plan

Objective: To practice various tenses

Pre-game activity: Write the following on the board or on the over-head projector--

RED DIE	GREEN DIE
1. Yo	1. comer (present)
2. Tú	2. hablar (present progressive)
3. El	3. vivir (preterite)
4. Juan y yo	4. andar (imperfect)
5. Julián	5. escribir (future)
6. Marta y Alicia	6. leer (your choice)

Explain that each person is trying to gain the highest number of points. Each one will take turns rolling the dice. The numbers they roll will correspond to the numbered items in the lists above. The red die corresponds to the red list and the green die to the green list. Red die rolled to #5 would have to use Julian as the subject, and the green die rolled to #1 would have to use comer in the present tense. The player then must correctly say "Julian come." The sentences must be complete. If the sentence is correctly spoken then the points 5 (red) and 1 (green) are added to his/her score. The dice are then passed to the next player, and the process repeats itself. After 30 minutes of play the scores are tallied and the one with the most points in each group wins.

Procedure: Divide the class into groups of 4--groups of 3 or 5 are fine if the class size is uneven. The desks are to be turned so that the students are facing one another with desks touching. The students will police themselves-the teacher acting as judge if necessary.

Post Game Activity: Reward the winner in each group with cookies.

Dawn C. Russell
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

In developing my lesson plan for this session, I decided to concentrate on the use of creative activities in the classroom. Research has shown that what learners are "involved" with in the classroom is very important. Activities where the student is allowed to respond and be creative, appeal to the students and help them learn as much foreign language as possible.

Teachers need to remember to base their lesson plans on what is relevant and interesting to the student rather than base them on what the teacher enjoys. Often times this means that the teacher will have to use more time and energy in developing plans which hold the student's attention and aid in learning as much foreign language as possible. Lesson plans, like the ones described above, are more relevant to the students as well as more authentic in learning a foreign language because the students put the language to use.

I developed a worksheet which I call "Battleship". I decided to use it as a verb tense review for Spanish III because from time to time they need this kind of review. The students filled out the chart as a homework assignment. After the assignment was checked the following day, the students were told to shade in the boxes of the conjugated verbs with 1 battleship, 2 submarines and 3 launches. This is a partner activity therefore the students were not to allow their partner to see their sheet. After the ships were placed, the students faced each other and began to play, taking turns. The winner was the person who sunk all the ships first.

This activity was done in the target language. The students had fun and they were able to express themselves in Spanish. It was also beneficial because the students had an overall review of a large portion of the verb tenses in Spanish III.

For.Lan.-II/JOB44(1)
10/10/87

Dawn C. Russell
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Title of Lesson Plan: BATTLESHIP

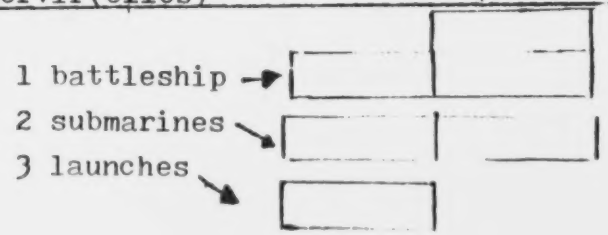
Level: Spanish III

Homework Activity: The students are to fill in the chart by providing the different verb forms for different tenses. The students should be reminded that some of the verbs are irregular and care should be taken in completing the chart.

Classroom Activity: The students will shade in the boxes which contain the conjugated verbs using a pencil. Each student has 1 battleship, 2 submarines and 3 launches which vary in size (see attached sheet). This is a partner activity which will be conducted in Spanish. The students face one another and try to guess where their "enemy" has their ships. The students ask for the boxes in this manner: "hacer-preterito". The partner answers by saying: "hizo". If the verb is mis-pronounced or wrong, the other person helps by giving the correct answer. The person whose turn it is, asks if it is a "hit" or "miss" after the partner gives the verb form. The student can indicate hit or miss by writing "h or M" in the corner of the box on their paper. The students take turns and the winner is the one who sinks all the battleships.

For.Lan.-II/JOB44(2)
10/10/87

	Present Perfect	Imperfect	Preterite	Present Progressive	Future
decir(tú)					
salir(yo)					
hacer(él)					
querer(Ud)					
saber(Uds)					
dar(nos.)					
ir(ellos)					
poner(tú)					
hablar(yo)					
morir(él)					
ver(nos)					
tomar(Ud)					
buscar(Uds)					
llegar(tú)					
dormirse(yo)					
servir(ellos)					



Lynette A. Harville
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Nuestros Amigos Chapter 9 Deportes

Classroom discussions are commonly led by the teacher. I have been consciously making an effort to encourage student initiated discussions. Students appreciate the opportunity to express themselves and to have the teacher listen to them. I find student initiated discussions facilitate the mastery of new vocabulary words. Throughout these discussions, I insist that students use vocabulary words from the current chapter, as well as those already existing in their repertoire.

While planning various vocabulary activities for chapter 9, I tried to concentrate on getting the student involved. I asked the students to bring in pictures of themselves participating in team sports or in activities mentioned in the vocabulary list. If they did not have pictures of themselves, I asked them to bring in pictures from magazines depicting activities or sports they would like to participate in. It is true that a picture is worth a thousand words especially when the student can personally identify with it. I used their pictures for numerous divergent activities, thus creating a sense of success for everyone in the classroom.

For.Lan.-II/JOB45(1)
10/10/87

Lynette A. Harville
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Nuestros Amigos Chapter 9 Deportes

Pre-Chapter Activity

1. Brief discussion on students' favorite sports and activities
2. Brief discussion on favorite sports and activities in Spain
3. Brief discussion on world renowned Spanish athletes

Chapter Activity

1. Students bring in pictures of themselves participating in team sports or activities. If unable to bring photo of themselves, bring a magazine clipping that depicts an activity they would enjoy participating in.
2. I hold up pictures in front of the class and use as a brief vocabulary drill.
3. Students divide into small groups. Each person in the groups shows his picture and explains the activity in Spanish.
4. Students trade pictures and tell a brief story about the activity that occurs in the photo.
5. Students write about the activities that occur in the pictures.

Joan Urbaniak
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Since my life these days seems more and more like an elaborate version of the old game show "Beat the Clock", it seems appropriate that Barbara Snyder emphasizes game-like activities as a way of developing proficiency in the Foreign Language classroom. With these two things in mind, I decided to try to develop a language game that would take little time to prepare. I also wanted to develop a game that could be used in several different ways. The result of my effort is a game I call BUSCALO.

The game consists of 52 individual cards which are composed of 26 pairs of antonyms (eg. fácil/difícil). Students form groups of four or five, each student gets seven cards. The object of the game is to match pairs of antonyms. It is played like the card game "Go Fish". Students take turns asking other students for the corresponding antonym. If the student has the card he has to surrender it, and the player gets a match. If he doesn't have it, he says BÚSCALO (look for it) and the player selects a card from the remaining pile. If it matches he continues his turn. If there is no match, the next player goes.

Students were taught the various phrases they needed to learn:

Tienes "fácil"?
Sí, aquí está.
No, no está. BÚSCALO.

These cards can also be used to play MEMORIA (concentration). The cards are lined up face down in four rows, thirteen cards to a row. Each player takes turns, flipping over pairs of cards until he finds a match. If there is no match the cards return to "face-down" position.

Another use for the cards is with Barbara's CREATIVE CROSSWORD II Limited (p.19) of her handout where the students have to fill in the crossword using only those cards which are dealt to them. However, instead of using the actual word dealt, they must write down its antonym.

These same cards could be utilized later on for use as cue cards in learning how to argue or disagree. The student would have to make up a sentence with the cue word and his partner would then have to disagree, using its antonym. Eg. Me gusta el juego porque es muy fácil. Rejoinder: No, es difícil. No me gusta el juego. etc.

It is also useful to involve the students in generating ideas for other ways the cards could be used. I found, for example, that the very weak students enjoyed being paired with a strong student. Together, they made up a "mini team" who took on another pair for the BÚSCALO game. Everyone seemed to feel successful this way.

For.Lan.-II/JOB46(1)
10/10/87

Joan Urbaniak
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Objective: To provide an interactive Foreign Language experience.
To review antonyms.
To encourage cooperation and tolerance among peers.

Advance organizer:

Tell students that we will be experimenting with a novel method of language learning. Tell them they will be "guinea pigs" and enlist their support in getting the "bugs" out. Tell what works, what doesn't. Using one deck of cards (about 5-6 decks will be needed for a whole class), do a quick review of antonym pairs. Choral response works well here.

Procedure: Divide class into groups of four or five. (Alternate technique is to pair off a weak student with a strong one who will function as a "mimi-team".) One student shuffles cards. Deals seven to each player. Players take turns asking for the corresponding antonym. If it matches, the student surrenders his card to the player. If not he has to chose one from the remaining pile. He loses his turn if it doesn't match. Play continues for approximately ten minutes. Teacher calls time. Students with greatest number of matches in each group wins.

Follow-up: Ask for student feedback on how well game worked. Think of other ways cards could be used. Example: Concentration. Play the new game.

For.Lan.-II/JOB46(2)
10/10/87

Margarita Bello Jiménez
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Many times, a conversation exercise in the classroom turns out to be little conversation and a lot of exercise for both teacher and students. They either have to wait interminably until someone else puts an answer together and finally says it, if the exercise is done unannounced, or, they merely give prepared answers to questions they studied the night before. In either case, each student gets one or two chances, at the most, to give an answer.

By expanding the concept of partner practice, each student will have the opportunity to engage in "conversation" with three other individuals by asking them questions, and in turn, will be assured of someone's undivided attention when it is his turn to answer.

This activity provides extensive oral practice in a minimum of time. Since time is always at a premium in the language classroom, activities which use it effectively are always welcome. Using the "Creative Crossword" presented in this workshop, those few minutes after the test at the end of the period, or during roll-call and announcements in the morning, are put to good use and enjoyed by the students as well.

By having students engage in creative or meaningful communicative activities such as these, the teacher may build students' skills while maintaining a high level of interest and participation.

For.Lan.-III/JOB47(1)
10/10/87

Margarita Bello Jiménez
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

Level: Spanish I
Topic: Partner Practice in Communication
Correlate to: Nuestros Amigos, Unit 8, "Ratos Libres"
Objectives:

* Students will practice orally the vocabulary and grammar presented in this unit.
* Students will participate in a meaningful communicative activity.
* Students will learn more bout their classmates.

Advance organizer:

* Compare and contrast leisure-time activities among Spanish-speaking teenagers and their American counterparts.
* Discuss favorite and least favorite activities within our class.

Teaching method:

* Students will be given handout with an answer grid corresponding to the conversation exercise in the textbook. Grid is to facilitate recording of answers. (Ex. 34, p. 82)
* Each student will ask three other individuals in the class the questions in the exercise and mark their answers on the grid.
* Teacher may control the activity or gauge individual progress by being one of the interviewees, or by spot checking answers with those students whose names appear on the sheet.

For.Lan.-III/JOB47(2)
10/10/87

Margarita Bello Jiménez
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

HANDOUT

EJERCICIO DE CONVERSACION

1. ¿Juegas domino? Y ajedrez?
2. ¿Cuáles juegos de mesa te gustan?
3. ¿A ti te gusta patinar? Ir al cine?
4. ¿A tu amigo(-a), le gusta mirar la televisión?
5. ¿Son divertidos los rompecabezas?
6. ¿En qué país vives?
7. ¿Dónde viven tus amigos?
8. Entre que pasatiempos dividen su tiempo tus amigos?
9. ¿Te gusta descubrir lugares nuevos?
10. ¿Cuál es el pasatiempo favorito de tus hermanos? ¿Y de tus companeros?

	Amigo # 1	Amigo # 2	Amigo # 3
1.	domino sí no ajedrez sí no	sí no sí no	sí no sí no
2.	_____, _____	_____, _____	_____, _____
3.	patinar sí no cine sí no	sí no sí no	sí no sí no
4.	television sí no	sí no	sí no
5.	rompecabezas sí no	sí no	sí no
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____y _____	_____y _____	_____y _____
9.	sí no	sí no	sí no
10.	_____, _____	_____, _____	_____, _____

For.Lan.-III/47(3)
10/10/87

Sally Morris
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Dr. Barbara Snyder presented many creative ideas to encourage students' oral communication in the classroom. I was privileged to hear her first workshop in Palm Beach County last May and already had implemented the concentration card game as vocabulary review before a test. My students enjoy the competition and help others in their group learn the unfamiliar words at the same time.

I have also tried the partnering in groups of three to four students where students ask another student questions in the target language and then must remember the other students' responses well enough to tell the whole class some similarities or differences. Examples: favorite vacation spots, tv heroes, sports, hobbies, etc.

This year's session helped me enliven two-way prepositions in German II. I chose a textbook picture (p. 203 top in UNSERE FREUNDE) to reinforce the prepositions for on (auf, an), over (uber), under (unter), between (zwischen), in front of (vor), in (im), behind (hinter), and next to (neben). These prepositions require the dative case when they describe a location. I had students write true and false statements about the picture of a boy's messy bedroom. Many items were out of place, so there were plenty of statements that could be chosen. This involved new vocabulary about furniture, also.

The day they turned in their true/false statements, I divided the class into two teams and turned the homework into a communicative activity. (Details follow in the lesson plan.) It was a fun way to reinforce those troublesome prepositions without going through boring drill exercises.

I followed up with a partner activity using the bottom picture on the same page of the same bedroom after it had been cleaned. (Details follow in the lesson plan.)

I also tried the creative crossword puzzle. My students enjoyed it, but they wanted more time for the practice than Dr. Snyder suggested. I was delighted at some of the words German I students were able to come up with.

Sally Morris
February 21, 1987

Developing Communicative Skills in the Foreign Language Class II

Lesson Plan

German II Unit 19 UNSERE FREUNDE

Students will make use of a photograph of a messy bedroom to reinforce prepositions of location and furniture vocabulary.

Learning Objectives:

1. Students will identify the German two-way prepositions in a listening activity.

2. Students will listen for true or false statements about the picture.

3. Students will correctly describe locations of items in the picture.

Advance Organizer: This unit is one about housing in W. Germany. Prior to this lesson we discussed the types of housing available in W. German, noting that single family houses are rare compared to high rise buildings. There is not much open space for construction. We also discussed the German stereotype of everyone being neat and orderly. My students were surprised that Oliver, the boy in this unit, had such a messy room after our previous discussion. Two-way prepositions had also been introduced as well as furniture in the house.

Teaching Procedure: Students were assigned to write ten true or false statements about a messy bedroom from a textbook picture as a homework assignment. After they turned in their work, they divided into two teams. I read the statements, and each team took turns answering "Ja" when the statement was true, and "Nein" when it was false. A bonus point was earned when the team could correct the false statement.

Follow up activity: Using the bottom picture on p. 203 (UNSERE FREUNDE) of a clean bedroom, I had students pair up. One student looked at the book and gave true statements about the location of various items in the room. The other student had to draw the item in the correct spot as they heard it described. The artistic talent was not judged. Communication was the goal. When they finished, they compared their picture with the textbook for a smile of satisfaction or a laugh.

For.Lan.-III/JOB48(2)
10/10/87

Linda Dardeen
February 21, 1987

Developing Communicative Skills in the Foreign Language

Barbara Snyder reminded those of us who attended her workshop last year of effective techniques that can be easily incorporated into a lesson plan. Her presentation last fall had a distinct impact on how I teach. Since the beginning of this school year I have had students working almost daily with partners and in small groups. The amount of time the students actually use the language has increased dramatically. Interest levels seem higher as well.

I incorporated two of Mrs. Snyder's activities in this week's lesson plan for French I. My students are in Nos Amis chapter 7, which deals with family and professions. I used a partner practice exercise to drill names of professions, and I also used the name game to practice family vocabulary (father, mother, brother, uncle, etc.). For both activities I gathered information from the students the day before to make the exercises more personal. The name game as she suggested should be done at the end of the period, because the students are up out of their seats and it would be difficult to regain order. My students left their papers as they went out the door.

I have included only those parts of the lesson that dealt with the workshop. Both activities are short. Students did the partner practice at the beginning of the period while I took roll -7-10 minutes. I gave them only 5 minutes for the name game.

Linda Dardeen
February 21, 1987

Developing Communicative Skills in the Foreign Language

Lesson Plan

Objectives:
1. to practice vocabulary of profession
2. to practice vocabulary for names of family members

Pre-activities:

1. The day before, students in groups listed famous people and their professions (minimum 5 each group).
2. Students have written answers to a book exercise asking personal questions about family members.

Activities:

1. Partner Practice. Students took turns asking each other multiple choice questions about famous people and their professions. At the end of the activity they shared the correct answers with their partners.
   Example:
   1. Cliff Huxtable est avocat, médecin, journaliste
   2. Larry Bird est agent de police, fermier, athlète
   3. Monet est artiste, dentiste, ouvrier

2. Name Game. The last five minutes students circulate around room speaking only French to find the answers to the following questions:
   1. Qui a seulement une soeur?
   2. Qui a une tante et un oncle qui habite dans un autre état (state)?
   3. Qui a une niece?
   4. Qui est fils unique?
   5. Qui a un chien?
   6. Qui a des grands parents d'un autre pays (country)?
   7. Qui a deux freres?
   8. Qui a une personne fameuse dans la famille?
   9. Qui a un parent qui est professeur?
   10. Qui a une petite soeur?
   11. Qui a une mere qui parle une autre langue?
   12. Qui a un cousin roux?
   13. Qui a des jumeaux/jumelles (twins) dans la famille

For.Lan.-III/JOB49(2)
10/10/87

SESSION IV

Teaching the Target Culture Through the Target Language

"Teaching Culture Through Language"

Dr. Vicki Galloway,
American Council on the Teaching of Foreign Languages

This workshop will acquaint the participants with a concept of cultural proficiency focusing on instructional organization and implementation around four primary categories of understanding:

1) Convention: Providing information about how people behave, linguistically and extralinguistically, in everyday situations.

2) Connotation: Developing students' understanding of the variations in meaning from one culture to another.

3) Conditioning: Helping students understand and accept the neutrality of the word "different".

4) Comprehension: Developing learners' abilities to tolerate ambiguity and to form and examine hypotheses arising from unfamiliar cultural phenomena.

An inventory of types of classroom strategies will be presented for addressing each of these areas. Participants will develop sample materials for their classrooms.

Sally Maichel Wiebe
March 7, 1987

Teaching the Target Culture Through the Target Language

Ms. Galloway's presentation refocused our attention on the importance of understanding the cultural "context" in order to communicate and function in the foreign languages. Two types of knowledge are equally necessary (1) linguistic and (2) cultural (the environment). Authenticity or simulation of authentic situations remained the "keynote". As teachers we must do more than present information for "knowing is not coping". Our goal is to include knowledge of cultural conventions so that students behave both linguistically and extra-linguistically and know the proper context for certain behaviors. Our challenge is to lift the level of cultural awareness from one of superficial stereotypes through recognition of significant subtle contrasts to complete cultural awareness. Teaching culture is no longer teaching "civilization". It deals with changing students' attitudes so that their interpretation changes from considering cultural differences as exotic or bizarre to accepting these differences as believable and subjectively familiar.

On the topic of "Driving Rules" I incorporated a cultural assimilator and an observational dialog in my lesson plan to demonstrate the cultural conflict that often arises from subtle contrasts. The students were guided through activities (linguistic, extra-linguistic, and visual) to stimulate their intellectual analysis, leading them to a level of awareness, acceptance, and skill sufficient to allow them to cope, were they culturally immersed in this situation.

For.Lan.-III/JOB50(1)
10/11/87

Sally Maichel Wiebe
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Subject: French Level: Intermediate Topic: Code de la Route
Objectives: To heighten student awareness of cultural differences governing the rules of the road
Advanced Organizer: General discussion of stereotypes of French and American drivers. Exchange of personal driving experiences in foreign countries.
Teaching Procedures:

1. Presentation on overhead of international road signs. Guess the meanings
2. Hand-out to complete matching the French terms with the signs
   Ex. - sens interdit
3. Cultural Assimilators
   M. Smith (Américain) a eu un accident de voiture sur l'autoroute près de Paris avec une autre voiture qui entrait d'un petit chemin sur sa droit. M. Smith était bien fâche parce que les gendarmes lui ont donne un procès-verbal (P.V.) Pourquoi M. Smith a-t-il reçu la contravention
   1. Les gendarmes savaient que tous les Américains sont de mauvais chauffeurs
   2. M. Smith passait la limite de vitesse parce qu'il ne comprenait pas le système de Kilomètres
   3. M. Smith ne connaissait pas la priorité de droite
   4. M. Smith n'avait pas sa carte grise
4. Observational Dialog (Instructor/Student-aid) (Rapports p. 219) Simulation of similar situation above
5. New vocabulary w/extra-linguistic significance
   1. Klaxonner
   2. la carte grise
   3. l'auto-école
   4. les phares/lanternes
   5. le disc-bleu
   6. la zone bleue

Follow-up: Match car parts to visual:

1. les freins
2. le volant
3. la portiere
4. le volant
5. les ceintures de sécurité

For.Lan.-III/JOB50(2)
10/11/87

Joe Williams
March 17, 1987

Teaching the Target Culture through the Target Language

Using a unique looking and colorful ceramic object that was made in Peru by a Peruvian Indian, I will teach las palabras interrogativas. The lesson will allow me to use an artifact in order to help students discern the cultural difference of a specific object from Peru. The ceramic piece will be displayed to the students and they will be required to construct as many questions as they can using the question words studied in Chapter Six in Nuestros Amigos. After each student has compiled his/her list, I will then ask specific individuals to share one of their questions with the class. I will write each examples given on the chalkboard. All students will be asked to copy on their paper the list that is compiled by the class. Once we have compiled a representative list of questions, students will be asked to write answers to these questions. Lastly, after students have written their responses to each question, oral answers will be given by individual students. The lesson worked, and the students demonstrated that they can use las palabras interrogativas.

Joe Williams
March 17, 1987

Teaching the Target Culture through the Target Language

Lesson Plan

Objectives: To help students discern the cultural significance of a specific object from Peru.

Micro: To construct question by using las palabras interrogativas to discover cultural significances about a specific object.

Adv. Organizer: The best way to find out about the unknown is to ask questions. Write interrogative words on chalkboard and point out that these are some Spanish words that allow the speaker to find out the unknown.

Teaching Procedure: Holding the ceramic art piece in a position where all students can study it, direct them to construct as many questions about the object that they can. Instruct students not to ask me anything about the object in English but construct these same questions in Spanish using a question word. Using the word list on the board, pronounce each question word and review its English meaning. Students will be allowed time to write their questions. Secondly, they will share their questions orally with students by compiling a list on the chalkboard. Students will copy the compiled list. Thirdly, each student must then write an answer to each question. Lastly, the student must then write an answer to each question orally.

Question Words

¿Qué?	¿Quiénes?	¿Cuántos?
¿Cómo?	¿Dónde?	¿De dönde?
¿Por qué?	¿Cuándo?	
¿Cuäl?	¿Quién?	

Questions Constructed by Students

1. ¿De qué color es el animalito?
2. ¿De dónde es el animalito?
3. ¿Cómo es el toro?
4. ¿Dónde vive él?
5. ¿De quién es el animalito?
6. ¿Cómo se llama el animalito?
7. ¿Cuántos rabos tiene el toro?
8. ¿Por qué tienes tú el toro?
9. ¿De qué país es el toro?

For.Lan.-III/JOB51(2)
10/12/87

Laura P. Valdivieso
March 7, 1987

Teaching the Target Culture Through the Target Language

The chapter my Spanish I students are studying now is very appropriate to teach them culture too. Its title is A COMER! and, of course, is taking place in Spain.

Although the country mentioned in this chapter is Spain, the conversations we have had expanded to other Spanish speaking countries too; for instance, I have explained the students that the daily schedule in Spain is different from ours in America - including the Spanish speaking countries.

Some of my students have had experiences traveling abroad, and I intended to let them be aware of the fact that they must expect to find differences in other cultures, and that it is what made traveling so interesting.

After they had seen the video and finished answering the questionnaire, they agreed that they must view other cultures with an open mind, and try to be more receptive than critical; saying "It's different" not "It's worst or better".

That attitude, the students agreed, is going to help them to understand better other people in their community, and also it will let them to know more about other countries and their cultures.

For.Lan.-III/JOB52(1)
10/12/87

Laura P. Valdivieso
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Class: Spanish I

I. Objectives: To instill an awareness that there are many "different' ways of life, and to show the students some of Spanish customs that are not the same as theirs, i.e., daily schedule, food they eat, table manners, etc. To appreciate the Spanish culture in general.

II. Micro-Skills: To identify similarities and differences between Spanish and American cultures,
To find advantages and disadvantages in the Spanish customs that differ from American customs.
To understand others better.

III. Pre-Listening Activities: Relate to chapter 9 in Spanish Today I, their textbook, where they are learning about Spanish food, table manners, and daily schedule.
Engage in a conversation around these topics, pointing out similarities and differences between Spanish and American cultures.
Discuss the relationship between food and culture and also mention the geographical influence.

IV. Teaching Procedure: Although the pre-listening activity is going to be extended to be part of the teaching procedure, the students will watch a video cassette "Spain a la carte", showing food in different regions of Spain.
To answer a questionnaire about the video, which is going to be corrected orally, with everyone participating.

V. Post-Listening Activities: To play restaurants, using Spanish restaurant menus.
To have a luncheon with Spanish food. The students will try to eat showing proper Spanish table manners.

For.Lan.-III/JOB52(2)
10/12/87

Judith E. Turner
March 7, 1987

Teaching the Target Culture Through the Target Language

Vicki Galloway had many thought-provoking ideas about teaching the culture of the target language. I was most intrigued by her demonstration of the "artifact study" method. After seeing how enthused a group of veteran teachers became when she demonstrated this method on us, I knew this was definitely worth trying on my "middle schoolers".

I teach Spanish and have an interesting artifact hanging in the room that they had never paid attention to. It's a leather wine pouch that a friend had brought me from Venezuela years ago. It has a picture of a bullfighter and a bull painted on the outside. I suspected they wouldn't know it is used to carry wine and offered to the bullfighter after he has killed the bull. He takes a drink then throws the pouch back into the stands to the owner.

I put the students in their groups of four and passed around the pouch so that they could thoroughly inspect it "hands-on". Later I passed out the discussion questions which Vicki had given us, such as: describe the smell and feel; and what do you think is its purpose? After they had drawn their own conclusions, we held a class discussion. It was incredible! They really became very involved trying to figure out what this "artifact" really was. No one knew for sure so I explained and told them I had seen it used. They were fascinated and had many questions for me.

Having established the purpose of our artifact, I had sparked their interest in bullfighting. I hung a few pictures of the sport on the wall and passed out a fact sheet with general information and important terms. We read this together. They had to find the definition to the terms and take it home to study for the quiz the next day.

I feel the students were genuinely immersed in the culture of bullfighting for the fifty minute class period and enjoyed it.

For.Lan.-III/JOB53(1)
10/12/87

Judith E. Turner
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Objective: To introduce the sport of bullfighting in Spanish-speaking cultures.

Procedure:

A. Using the "artifact" method.

1. Pass around the leather wine pouch so that all students may have the opportunity to thoroughly examine it.

2. Have students move into their groups of four for discussion.

3. Pass out discussion questions and give them 15 minutes to discuss and draw their group conclusions to the answers. (i.e., a. How was it made, by hand or machine? b. What is its purpose? c. How old is the object? d. If it were yours, what would you do with it?

4. As a class, discuss conclusions.

B. Bullfighting fact sheet

1. Pass out fact sheet.
2. Read orally.
3. Have class discussion.
4. Take home to study for quiz tomorrow.

Conlusion: Students will be more "culturally" aware of the sport of bullfighting after having had a "hands-on" activity with an artifact used at this sport.

For.Lan.-III/JOB53(2)
10/12/87

Michele Tavoletti
March 7, 1987

Teaching the Target Culture Through the Target Language

Culture is not apart from the language of a country. It is an integral part of the language. Therefore, the study of a country's language and its culture cannot be separated from each other--one needs to be presented in conjunction with and in support of the other. Realizing this, and at the same time knowing that students learn best by doing, I decided that in conjunction with the vocabulary unit dealing with food and table setting (Unit 7 of Nuestros Amigos), I would present a cultural demonstration entitled "How to eat like a European."

After orally reviewing the vocabulary words used to talk about setting a table (accomplished by doing activity 26 on page 71 of the text), I set five places in the front of the room. The students named each item (plate, fork, spoon, etc.) in the target language as it was set upon the table." When the places were all set, five volunteers (chosen the previous day), were seated at the places facing the other students. I explained that we were going to see the difference between the way a well mannered North American and a well mannered European eat a meal. In order to involve the entire class in the activity, I posed the following question to the class, "If a North American and a European sat down together to eat a meal, and each one used his respective table manners, which one would most likely finish the meal first?" This question posed a challenge for the "spectators," and caused them to scrutinize the behavior which was being displayed. It caused them to draw comparisons and contrasts. In order to allow the participants and the spectators to learn more easily the new "European eating habits," I began by having the participants demonstrate North American eating habits so that they could associate (hook on) new behavior with familiar behavior.

I gave the participants step by step instructions first on how to eat like a North American, then on how to eat like an European. They carried out the instructions by cutting and eating pineapple rings.

The rest of the class watched, and made comparisons between the two eating styles. When the demonstration was finished, the "spectators" answered the question posed at the beginning of the activity, and we discussed why they thought that way. I explained that either style of eating was perfectly acceptable in the U.S., as long as they were consistent about using whichever style they had chosen.

The activity was well received by the students. They attained cultural understanding as an outgrowth of language, and they acquired a new skill which will benefit them in their everyday lives.

For.Lan.-III/JOB54(1)
10/12/87

Michele Tavoletti
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson plan

Objectives: Students will be able to demonstrate understanding of the life styles of the people who speak the target language (8.03).

Micro-Skills: Students will be able to draw comparisons and contrasts from information presented visually and orally. Students will be able to demonstrate comprehension of new vocabulary words. Students will be able to review proper table manners.

Procedure:
1. Orally read activity 26 page 71 of Nuestros Amigos by calling on individual students to read. Establish meaning of all words and phrases used.
2. Have student pronounce the Spanish names for items used in setting a table as each item is shown by the teacher, and set in its proper place on the "table."
3. Have volunteers (chosen the previous day) come forward and sit at the "table" facing the rest of the class.
4. Explain to the class that there is a difference between the way in which a well mannered North American and a well mannered European will eat a meal. Further, explain that the group of students in the front of the room will demonstrate that difference by listening to and following the teacher's instructions. Instruct the class to watch carefully, and compare the two styles of eating.
5. Pose the following situation to to the entire class: "After watching this demonstration, I want you to tell me in your opinion, if a person from the U.S. and a person from Spain sat down to a meal together and each used his respective table manners, which one would most likely finish the meal first, and why do you say that?"
6. Give each volunteer a pineapple ring, and then instruct them orally as to how to eat like a North American--changing the position of the fork from the left hand to cut to the right hand to eat, setting the knife down, placing the left hand on the lap while eating, etc.
7. Give each volunteer a second pineapple ring, and then give instructions as to how to eat like a European--eating with the left hand, never setting the knife down, keeping both hands above the table, etc.
8. After the volunteers have completed both demonstrations, ask the "spectators" to answer the questions posed at the beginning of the activity.
9. Discuss with the entire class what differences and similarities they saw between the two styles of eating. Which one seemed to be easier? Which method would each of them prefer to use.
10. Explain that both methods of eating demonstrate proper manners, and that both methods are acceptable in the U.S.

*Note: Pineapple was chosen because it was cost efficient, and could be easily cut using plastic utensils.

For.Lan.-III/JOB54(2)
10/12/87

Ilissa T. Solomon
March 7, 1987

Teaching the Target Culture Through the Target Language

The topic of this lecture was that of teaching the culture of the countries in which a foreign language is spoken as an important part of the foreign language curriculum. According to the speaker, culture should not be taught merely as an afterthought, a Friday afternoon activity, or in an oversimplified and stereotyped "4F" (food, fun, festivals and folklore). Rather, it should be treated as an important section of each unit, with "real life" and authentic cultural materials being inserted into the lesson plan in a place where they would fit logically with the grammar and the vocabulary of that unit.

The lecturer spoke of four levels of cultural awareness that can be taught. The first two levels are what most foreign language teachers usually include: they cover only superficial stereotypes and cultural conflicts that students interpret as exotic, bizarre, unbelievable or irrational. The last two levels are the ones that we need to strive for; students need to be able to intellectually analyze, i.e., be able to understand and believe, cultural differences. The highest level of awareness is a complete cultural immersion, becoming so familiar with a culture that one could actually live it.

There are two suggested methods that can be used to increase students' cultural awareness. Both will be used in both Spanish I and Spanish II classes. The first one, a convention cluster, is used to familiarize students with specific language (expressions) and non-language (outside influences) used by peoples of a culture.

The second one, incident analysis, gives students a sample of a specific instance of a cultural clash between American and Latin people and forces them to try to analyze why the clash occurred and how it could have been avoided.

Ilissa T. Solomon
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

The following lesson plan is for a Spanish I class dealing with a unit on greetings:

In the unit that discusses family and greetings, basic vocabulary and grammar will be introduced and then students will spend two lessons reviewing a culture cluster that deals with the "capsule" of greetings. This capsule is designed to show students that respect vs. familiarity and good manners are much more important to the Latin culture than they are to ours. Students will learn to recognize when and how to use familiarity and respect. They will see that an improper use could lead to bad feelings, misunderstandings and possibly even the termination of a new relationship. The capsule will contain the following:

1. street greetings
2. taking leave of someone
3. giving and receiving thanks
4. giving and asking for directions
5. proper forms of address (tu vs. usted)
6. polite and familiar inquiries.

After students have had time to digest the above information, I will pass out a copy of the following incident analysis, which we will discuss in depth after students have had a chance to try to work it out on their own:

An American student visiting Mexico as an exchange student has become rather attached to his female Latin American History teacher. Although his Spanish is not quite as good as he would like it to be, she is sympathetic and patient and always helps him out when he gets "stuck". One day, in a particularly good mood, the student goes up to his teacher and says "¿Qué pasa? Estás muy bonita hoy." (What's up? You look real pretty today.) His teacher cuts him short and immediately goes into the classroom and begins teaching the lesson.

What could explain the teacher's sudden impersonal or "cold" behavior?

a. the teacher is engaged to be married and it is therefore unacceptable for a single male to speak with her alone.
b. the teacher is not really very pretty and she is afraid that the student is making fun of her.
c. the teacher is unaccustomed to being spoken to in such a familiar manner by her students.
d. the bell to begin classes just rang, and in Mexico teachers are much stricter about beginning on time than American teachers are.

Margaret L. Kroening
March 7, 1987

Teaching the Target Culture Through the Target Language

Nos Amis, Chapter 6, deals with telephones, both public and private, in France. As a mini-lesson, and one which will come in handy should any of my students visit France, I plan to do an audio-motor exercise on the use of pay telephones in France. In addition to the audio-motor unit, I intend to introduce the unit with a cultural assimilator.

In order to have my students fully understand how the French telephone system works, I have devised a couple of exercises which will, I hope, not only increase their knowledge of the system, but also, since the one is audio-motor, make the system stick in their minds better than merely discussing the topic. I'd like to eventually be able to purchase some sets of toy telephones (some are even pay phones!) to use with this exercise. I have used TPR in the past and I know that making "real" calls will cause not only the vocabulary, but also the ideas to stick in the students' minds.

The other exercise, the first one actually, is a cultural assimilator dealing with the fact of the scarcity of telephones in France, which makes using pay phones a common occurrence.

Margaret L. Kroening
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

To introduce the chapter on telephones, I intend to use a cultural assimilator, supplying vocabulary as needed. The only problem I see with an exercise such as this is the vocabulary problem. After discussing the correct answer and why I intend to spend the next few minutes with an audio-motor unit to emphasize vocabulary as well as culture. A solid knowledge of vocabulary is so helpful to the assimilation of the grammar in the rest of the chapter (in this case, the chapter is a review one, so aside from some new vocabulary, there is only revision of "old" grammar).

CULTURAL ASSIMILATION

Marc veut téléphoner à Marie. Il veut lui demander d'aller au cinéma. Alors, il va au café pour chercher une cabine téléphonique. Le patron lui dit que le téléphone est au fond du café et qu'il y a des annuaires à côté de la cabine. Donc, Marc va y chercer le numero de Marie. Quand il la trouve, il consulte les instructions sur l'appareil et prépare son argent. Il décroche le combiné, il compose le numéro et quand Mme. Du Bois décroche, il met deux pièces de quarante centimes.

Pourquoi est-ce que Marc va au café pour téléphoner a Marie?
1. Il n'est pas a la maison quand il décide de lui téléphone.
2. Il ne veut pas que ses parents savent qu'il lui téléphone.
3. Beaucoup de Français n'ont pas de téléphone.
4. Il est très timide.

AUDIO-MOTOR UNIT

Cherchez la cabine téléphonique.
Cherchez le numéro de téléphone dans l'annuaire.
Consultez les instructions.
Préparez 40 centimes (deux pièces de 20 centimes.).
Decrochez le combine.
Composez le numéro (38-25-56).
Attendez qu'on décroche à l'autre bout du fil.
Mettez les deux pieces de 20 centimes dans l'appareil.
Demandez à Mm. Du Bois si Marie est là.
Parlez avec Marie.
Pour continuez la conversation, ajoutez d'autres pièces de 20 centimes.
Quand vous avez fini, dites "au revoir" et raccrochez.

For.Lan.-III/JOB56(2)
10/12/87

Margaret M. Kopp
March 7, 1987

Teaching the Target Culture Through the Target Language

The idea of "what if" situations introduced by Vicki Galloway intrigued me very much. It seemed a novel way to teach and discuss culture. A change of pace always seems to renew interest in the subject.

The lesson can be used in any class. However, perhaps, the vocabulary would restrict the usage to upper level classes. I used it in my 2nd year classes. I was a change of pace for the class, and that was what I was looking for!

The topic was strange to some, but familiar to those who had taken Spanish I from me. Some of the questions "bombed" as most had no idea of the correct answers. However, participation was there and it did not matter if they did not know the correct answers. The information was given to them later.

For.Lan.-III/JOB57(1)
10/12/87

Margaret M. Kopp
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Objective: To make students aware of cultural differences and/or similarities.

Procedure: Have the students read the following story:

Some young American tourists are visiting in Madrid, Spain and are attending their first bullfight. They avidly watch their first fight, but to their dismay, they don't see the matador kill the bull. Instead the matador turns away from the bull and walks around the area. The matador gives the impression that he is more interested in the audience than the bull.

The Americans talk among themselves:

1st American: Look! He's flirting with that lady over there!
2nd American: Well, look at that! He's giving her his hat! I'd like to have one to take home!
3rd American: Now what??? He's walking out of the arena. Is that all? Oh no, here he comes again!
4th American: He changed capes. It's not pink and gold like the other one. This one is red!

****

QUESTIONS/DISCUSSION

1. Why was the matador first using one color cape--then change to another?

2. Why did the matador just stop "fighting" to walk around the ring?

3. Why did he give his hat to the young lady?

4. What is the significance of the read cape?

At the end of the questions, tell the students that the matador "works" the bull with the pink cape until he has a "feel" for the animal and deems the bull ready for the killing. He then walks around the ring amid accolades (if he's good) in search of a senorita to which to dedicate the bull. When she accepts, he throws his hat up to her and she keeps it for him during the kill. The matador then goes behind the barricade and retrieves his red cape with sword concealed and prepares the bull for the kill.

For.Lan.-III/JOB57(2)
10/12/87

Lynette A. Harville
March 7, 1987

Teaching the Target Culture Through the Target Language

Nuestros Amigos Chapter 6 Hablamos por Telefono

What is an operational definition of culture and how do we incorporate it into our curriculum? E. B. Tylor offers a broad definition of culture: "Culture, taken in its widest ethnographic sense is that complex whole which includes knowledge, belief, art, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society." In order to successfully incorporate culture in our curriculum, we must first develop various ways to provide students with information about other cultures and secondly develop ways for students to "process" cultures other than their own.

Developing culture assimilators is one strategy that I use to teach the target culture through the target language. Culture assimilators are short scenarios in which miscommunication occurs often between a native speaker and non-native speaker. I draw my own personal experiences into the activity as often as possible. The culture assimilator that I used in chapter 6, Hablamos por Teléfono involves a graduate foreign exchange student living with a family in Soria, Spain. Confusion occurs when the student makes too many phone calls, even though they are local. The problem is resolved through verbal communication. It is through such activities that the student relates to typical problems that may occur if he does not have basic knowledge and understanding of other cultures.

For.Lan.-III/JOB58(1)
10/15/87

Lynette A. Harville
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Nuestros Amigos Chapter 6 Hablamos por Telefono

Culture Assimilator:

A graduate exchange student, Sue, lives with a family in Soria, Spain. She continually uses the family telephone to make local phone calls to other students in the graduate program. After her first week with the family, Sue notices the lady of the house is very tense and often watches the clock when she is on the telephone. The graduate student finally asks the Senora if there is a problem with her using the telephone for local calls. The lady of the house then explains that she is charged a basic monthly fee for her telephone and in addition to this she is charged per minute even on local calls. She quickly reassures the Senora that she will reimburse her for the phone calls as soon as the bill arrives, thus clearing up the misunderstanding.

The students now have a clear understanding of how people are charged for local phone calls in Spain, as compared to bill for phone service in our culture. Such culture assimilators are helpful in developing reasoning and observing competencies at an early level in the language.

For.Lan.-III/JOB58(2)
10/15/87

Nicole Gumbrill
March 7, 1987

Teaching in the Target Language Through the Target Culture

On March 7th, Mrs. Vicki Galloway introduced her point of view of teaching culture though language. It is a very fascinating way for the students to get a better feel of the foreign language they are learning and it truly can be a lot of fun.

Culture is what we call real communication. Through authentic and accurate material, the students are able to grasp the differences between their own culture and for instance, French, which is the language I teach. The information they hear should show them how people behave in common or everyday life and how the environment, in which we live, plays an important role in the behavior. So as teachers we should always remember that language and culture together make meaning. Words do not mean; only people mean.

Chapter 17, on "La Martinique", was a great chapter to stimulate the curiosity of my students and a perfect one for me to apply Mrs. Galloway's techniques.

I started with the typical Lecture, accompanied by slides and accounts of personal experiences and anecdotes. The students, after the presentation, asked questions and at times I directed them.

The next technique I used was the Audio Motor Unit. This technique combined linguistic, visual, cultural and psychomotor experiences to help students grasp certain aspects of the target culture. I chose the open market and how to bargain in Martinique. Students heard commands and watched me pantomime the actions as commands were given; then the students joined me in pantomiming the commands.

The Artifact was then used to help students discern the cultural significance of a certain object from Martinique. The object I chose was a one liter empty bottle covered with handmade weaving, called in French "Vannerie". Students had to ask all kinds of questions in the target language to find out what it was, its purpose, how much it costs, etc.---

On the following day a list of statements in French was distributed to students. They were to tell if these statements were descriptive of the U.S.A. of of Martinique. This technique is called Where am I?

The culminating point came on Friday when students had to plan a simulated trip to Martinique. This plan was to be presented as a travel folder with information about the Island in general, the geography, the climate, and basic tourist information such as sites, history, typical foods, flowers, etc.--- Students were given the weekend to put together the information in a creative manner.

Nicole Gumbrill
March 7, 1987

Teaching in the Target Language Through the Target Culture

Lesson Plan

Objective: To teach culture through language. With this process, students develop an appreciation of other people.

Monday. The Lecture: Students will watch a series of slides on Martinique accompanied by accounts of personal experiences and anecdotes. Students will have, then, the opportunity to ask questions about what they have seen and heard.

Tuesday. The Audio Motor Unit: Students will hear commands of how to bargain in an open market in Martinique. I will pantomime the actions as commands are given. The students will join me in pantomiming the commands.

Wednesday. The Artifact: I will show students a one liter empty bottle covered with handmade weaving. This object will have to be identified by students by asking all kinds of questions in the target language.

Thursday. Where am I?: Students will receive a list of statements in French. They will have to determine if the statements are descriptive of the U.S.A. or of Martinique.

Friday. Plan a simulated trip through the form of a travel folder. Students have to put together in French the information about the island in general such as geography, climate, sites, history, typical foods, flowers, what identification one needs to enter Martinique, etc.---

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Examples of the Audio Motor Unit.

1. Allez au marché de Fort de France.
2. Demandez le prix de l'objet que vous désirez à la marchande.
3. Souriez.
4. Faites-la répéter la prix.
5. Faites-lui un compliment sur la qualité de l'objet.
6. Demandez est-ce qu'elle peut faire mieux.
7. Souriez de nouveau.
8. Dites-lui que vous parlerez de ses objets à vos amis.
9. Remarciez-la.
10. Dites-lui au revoir.

Example for Where am I?

List of statements.

1. Il ya l'air climatisé dans toutes les maisons.
2. Le climat est calui d'un perpetual été.
3. Les aéroports sont immenses.
4. Le bateau du pêcheur s'appelle "le gommier".
5. Ils boivant beaucoup de boissons gazeuses.
6. On y cultive la canne à sucre.

For.Lan.-III/JOB59(2); 10/15/87

Linda Dardeen
March 7, 1987

Teaching the Target Culture Through the Target Language

Vickies Galloway's use of culture assimilators brought immediately to mind National Textbook's Rencontres Culturelles. The book contains a series of mini dramas that involve a French speaking person and an American, and illustrate a cultural conflict (also available in Spanish). Each drama is followed by a question relating to differences in culture. Four choices are provided as possible answers. Discussion of each alternative appears at the back of the book. The table of contents indicates the area of conflict addressed (family, food, leisure time activities, etc.) so that they may be coordinated with the textbook. The activities are short and can easily be incorporated into the lesson plan. Sometimes a picture helps to illustrate the cultural difference presented in the drama. (Example: a photo of a shop that sells horse meat with #11.)

Mrs. Galloway suggested that we could write such culture assimilators based on our own experience. I have included in the attached lesson plan an episode in which I learned a lesson from my own mistake. My French I students are presently studying a food chapter, so the incident tied in well with what we are studying.

Linda Dardeen
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Two American students studying in Paris decide to have a light lunch at a quaint little restaurant on a side street. They sit down at a table outside and order salads and mineral water. The waiter seems unhappy and distant.

Why does the waiter seem unhappy?

A. French waiters are notorious for being aloof and unfriendly.
B. Restaurant patrons are expected to order a full meal in the middle of the day.
C. He disapproves of dieting Americans.
D. He had an argument with his girlfriend before coming to work.

The following may be discussed as students make choices:

A. French waiters may have such a reputation, but that is not the reason for this man's mood.
B. Correct. Unlike Americans who are used to grabbing a quick sandwich for lunch, the French traditionally have their big meal in the middle of the day. Businesses close so that people may have a leisurely lunch in restaurants or at home. These Americans are taking up a table that could be occupied by someone ordering a full meal. They should have gone to a cafe or a Brasserie for a light meal.
C. Their diet is not his concern; his profit is.
D. May be, but we're looking for a cultural misunderstanding.

For.Lan.-III/JOB60(2)
10/15/87

Jeanette Chi
March 7, 1987

Teaching the Target Culture Through the Target Language

In foreign language teaching and learning, much has been said by socio-linguists and educators that cultural sensitivity should be incorporated into the goals of language courses. Many techniques could be used in introducing culture in a secondary classroom such as lecture, demonstration interview, observational dialogue, and incomplete dialogue. Students learn about a foreign culture through taking notes from a brief lecture focused on specific topics and spiced by visuals and personal experiences. Students also learn about a culture by performing a chosen dialogue in which a target culture is in contrast to their own. Students could also be asked to supply appropriate responses in a conversational context, or to provide opinions in discussions.

In my first year Chinese class, we focus on the drinking and eating habits, that are mentioned in Unit II Lesson II of our textbook, Chinese Primer, written by T.T. Chen of Princeton University. After having learned the linguistic materials presented in this lesson, students are to read an article, Chinese Images of the U.S.A., in which a Chinese scholar expresses his feelings about Americans through their eating and drinking habits. Students are also to supply appropriate responses to questions drawn from the text such as the following:

1. According to the way B addresses A, examine their relationship. (Close friends, new friends...etc.)
2. Who is American, Who is Chinese?
3. Where was A when he made a fool of himself in using knife and fork, why?
4. Chinese people like or dislike to drink cold beverage?

After having discussed and answered the above questions and other culture related points, students are asked to perform the dialogue in class. They are also to write a similar dialogue imagining problems that an American student (or him/herself) might have when they first go to China.

See the attached text. I have also attached a copy of my paper presented in the Southeast Conference of Association for Asian Studies held at Chattanooga, Tennessee, January 16, 1987.

Jeanette Chi
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

CHINESE PRIMER UNIT II LESSON II

DAY I: Assign students to read the article on American drinking and eating habits through a Chinese view, Chinese Images of the U.S.A.

DAY II: In class, students answer questions drawn from the text. These questions are culture oriented through which students could see the differences between American and Chinese eating and drinking habits.

DAY III: In class, students are to perform the already discussed dialogue.

DAY IV: Students are to write a similar dialogue on experiences that a foreigner might have in China in his first few days there.

For.Lan.-III/JOB61(2)
10/15/87

Southeast conference, Association for Asian Studies
January 15-17, 1987 Chattanooga, Tennessee

Sparking Enthusiasm about Chinese Culture Among Secondary Students

Jeanette Chi

St. Andrew's School

How can a subject as vast and seeming difficult to classify as culture be defined, organized and broken down into meaningful units that can be sequenced within the various levels of instruction? Can we suggest a practical model for teachers in secondary schools to follow in the development and preparation of curricula? In this presentation I do not pretend to be an expert in this field but will share with you the classroom activities which I have planned for my students of Chinese Language and History at St. Andrew's School at Boca Raton, Florida.

The course of Chinese History at St. Andrew's School offers a survey of the history of China from the earliest times to the present. It also offers a modest insight to the people who live in this land through cultural discussions, novels and field trips. The goals of this course are to provide knowledge about the history of China, an appreciation of the culture and religion of this country and an understanding of how they relate to the United States. As for the Chinese language teaching and learning, much has been said by socio-linguists and educators that cultural sensitivity should be incorporated into the goals of language courses. Thus, the cultural component that I developed here is to be used in conjunction with full-year courses on Chinese Language and History. Teachers are assumed to have additional expertise which they can add to some areas of the lesson plans.

Chinese Language and History Program

Cultural Component

Table of Contents

1. Stereotype
2. Geography
3. Food
4. Religion and Philosophy
5. Language
6. Literature
7. Arts, Architecture and Music
8. Festival celebrations, Games and China Night

Stereotype

When I was graduate student at Indiana University several years ago, I had a French speaking friend from Quebec, Canada who, one day, shared with me her thoughts about Chinese people: "For a long time, I could not get rid of the image of Fu-Man-Chu and thought that Chinese are a cruel people always holding a knife in the mouth and ready to kill." This confession is shocking and I become eager to know what other stereotypes the mass media have created and thus are deeply rooted in the western mind.

I believe it is important and fun to begin a cultural class with a discussion of stereotypes since to some extent we have all been effected by them. Working on this section should help students be more aware of how they've been influenced and thus open them up to alternative views. Ideally, the whole porcess of learning about another culture is a way of lessening the hold that stereotypes have on us. Reading the following articles from the EACP Workbook: An Image about U.S.A., An Image about China and A Letter from America is the starter for our discussion on this subject. They are fun and easy to read for secondary students. According to my students, the movie "A Great Wall" is a "must-do-again" in this topic. An informal debate on stereotypes serves as a follow-up activity. Later in the semester we discuss more on this subject by reading articles and news items drawn from current press media.

Geography

The section of Geography is fundamental and thus should be taught early in the year. Names are probably the most difficult and confusing parts in learning the geography of China. How do we help students to overcome the fear of mixing the pronunciations and the geographical positions of certain provinces and cities? One activity that I use to introduce Chinese provinces is the "Puzzle Game". I cut off the provinces and autonomus regions from a EACP map and have students match these puzzle pieces on a nameless map. After that they have completed the puzzle, a Bingo Game is followed where I call out one province's name and whoever gives the surrounding provinces first wins the game. The names of the surrounding nations could be added in, if students are familiar with them.

Food

After having introduced the geography, the food supplies can be brought into class since over the millennia Chinese cooking has made continuous adjustments to the Chinese environment until it assumed the characteristics we associate with it today. Rice is the primary grain in the south and wheat in the north. Vegetables and fruits are plentiful and meats are consumed in limited amounts. Milk and various dairy products are not large parts of their diet, except for the ethnic minorities in the west or north. Because food availability is limited all parts of vegetables and meats are served. To the Chinese how food is served and what is served are equally important. Many other contrasts between Chinese and American

eating habits are also brought into classes. In order to let students have personal experiences with Chinese food, several dinners are arranged throughout the year in local Chinese restaurants featuring different regional foods. They also involve themselves in actually preparing and cooking Chinese dishes, dumplings, wontons and pancakes. Videotapes such as "Master of the Wok" and "Heart of the Dragon" and articles on Chinese foods are also popular among students.

Religion and Philosophy

Religion and philosophy have broad influences on people's diet in China. The videotape "Master of the Wok" in which cooks in taoist and buddhist temples prepare foods in their own ways could be used as a transition between the previous and the present topics. Taoism, Confucianism and Buddhism are equally introduced here through readings from The Ageless Chinese (by Dun J. Li) and Sources of Chinese Traditions (edited by Ted de Bary). I also select The Old Fisherman from the book of Chung-Tz with which students can grasp a basic idea about the differences between Taoism and Confucianism. Students usually find these readings hard to understand but after several discussions they clearly feel that they've learned something on Chinese philosophy. The importances of these philosophies on Chinese life are often emphasized through teacher's constant reminding when opportunities occur.

Language

The Chinese notion for "God" could be best viewed through the language system. Language characteristics often contain cultural elements. Take for exemple, the Chinese personal

pronoun for God is with the divine symbol . There is no controversy among the Chinese about whether God is male of female, for we conceive God as a supreme being embodying male and female attributes, and therefore He is sexless. Language, in this way, reflects the culture and culture is best conveyed by language. The introduction of language in the cultural component thus is important. Pictures, transparencies and explanation on analogies in characters are extremely helpful in understanding the formation of characters. Many information about characters could be found in "Fun with Chinese Characters" (Federal Publications, Singapore) and some very well printed children's books published in Taiwan such as "Chinese Characters" (Hwa-I Bookstore, Taipei). Many students asked about the two characters printed on the uniforms of Chinese athletes during the 1984 Olympic Games. The questionning was inspiring and I decided to have my history class learn these two characters meaning "China" with the hope that this writing experience would be not only fun and personal but also useful in future recoganizing and understanding of these two characters. Students learn them not without fear. But, once they've mastered the writing, they are excited, feeling knowing the "hardest" language and want to learn more. I then give them their Chinese names, demonstrate how Chinese computer works and finally order some key chains with their own Chinese last names on as an award for their efforts. Students are now ready to read the EACP article on Chinese characters which would be difficult without these pre-reading activities.

Literature

Language and literature are unseparated and equally important

in the development of a culture. I choose to introduce some Chinese literary works after the presentation of Chinese language and throughout the rest of the year, we read and discuss more passages from classical works in conjunction with the introduction of the dynasties where these works were produced. We read part of Romance of the Three Kingdoms when we study the related period, poems of Tu Fu, Li Po and Po Chi-I of the Tang, parts of Ming-Ching novels and works of contemporary writers such as Lu Hsun, Pa Chin, etc... Videotapes such as the Chinese cartoon "Journey to the West", movies such as " Family", "The Rickshaw Boy" are the high points of this literary experience. I try to limite the length of the readings. After all, for most of the students this is their first contact with Chinese literature and I do not want to overload them with names and concepts so different from their own culture.

Arts, Architecture and Music

Chinese arts, architecture and music are somehow exposed to students through their family collections, the department store chinoiserie collections, pictures and tapes that they see or hear in their daily life. However, a systematic presentation may help them to improve their ability of appreciation and knowledge in these areas. "Chinese Music and Music Instruments", a movie made in Taiwan is old though well done in introducing Chinese musical instruments. The sound of each instrument is used as background music and scenes of birds singing, water flowing and flowers blooming help students to visualize the images expressed in the music. The detailed presentation of the videotape "City of Cathay", although a little too long, can serve as a

teaching aid in presenting not only the richness of Chinese painting and architecture but also that of the daily life in the Sung Dynasty. Slides, pictures, reproductions and visits to local museums are also suggested as varieties in class activities.

Festival Celebrations and Games

Students are always interested in the topics of celebrations and games. On September 28, the Teacher's Day in Taiwan, I have students show their respects to their teachers by giving "Thank You" notes. Moon cakes are ordered from China Town in Los Angeles to share with students on the Autumn Festival Day, though some students find these cakes exotic. We also join with the local Chinese community to celebrate the Chinese New Year. My Chinese language students love to perform Chinese songs learned in class in the celebration parties. In addition, stories about Chinese New Year, celebration traditions and lucky money are all popular among students.

For games, I teach students to use abacus, learn Chinese chess and make and kick the shuttlecocks. The series of videotapes made by the Overseas Chinese Library on Chinese folkarts are extremely interesting to students, though sometimes, the teacher has to do some translating for these tapes are made in Chinese.

Every year in May, all students in the Chinese program must put together a "China Night" where the language students perform in Chinese by singing, dancing and roleplaying and the history students are in charge of the preparation of Chinese refreshments, the decoration and other duties. For the language students, "China Night" is the chance to present their Chinese

and in order to have a total participation, it is also their oral final exam. For the history students, "China Night" is an evening of fun and they can demonstrate their Chinese cooking skills.

There are many things one can do to spark enthusiasm in a secondary level classroom ranging from outside lecturers to collecting and discussing news items to keep up with current events. I would strongly suggest that students be asked to keep a journal on theil reactions to the class, things that interest them, questions that they have, etc. A record of student evaluation on the in-class cultural activities is also useful for future references.

Joy Bozicevic
March 7, 1987

Teaching the Target Culture Through the Target Language

While most often I teach culture any and every time it comes up, it is nice to occasionally make it the main focus of the lesson. Students (and adults) often fail to realize how much of our behavior and opinion is culturally determined. Ms. Galloway emphasized in her presentation the need for students to analyze and hypothesize in order to determine how a behavior fits into their culture, not how it would fit into ours.

The lesson plan is an attempt to work in a cultural assimilator. I wanted first for the students to stand back and to generalize American attitudes, understanding that not all Americans fit the description to the same degree.

Then to understand the French approach, I made copies of the Culturgram from France (from our curriculum materials), cut it into sections which I pasted on file cards (e.g., one card has the Greetings paragraph, describing the French handshake). These I correlated with a cultural problem to be solved, using mini-dramas from Rencontres Culturelles.

By giving the students the conflict situation, they need to place themselves in the mind of a Frenchman to come to an understanding of the situation. The file card and teacher feedback on their choice of an answer to the problem further reinforce the cultural basis.

Seeing classmates act out conflict situations further emphasizes the reality of cultural differences and involves everyone in a variety of situations to improve their understanding and sensitivity.

This lesson is best used with level II and above, due to the vocabulary. The lesson may be incorporated at any time in the year. It might make a special treat during foreign language week. Also, if the skits are filmed, they can be reviewed and analyzed by other classes.

For.Lan.-IV/JOB62(1)
10/15/87

Joy Bozicevic
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Objectives: To identify the behavior of making cultural assumptions due to lack of knowledge about other people's attitudes and customs. To help students hypothesize about what cultural differences exist causing misunderstandings.

Microskills: To integrate new vocabulary, while recognizing familiar vocabulary in real-life situations.

1. List on the board the general topics covered by the file cards. (See Report for explanation of cards). Students describe the normal American attitudes on these subjects, including proper etiquette, casual versus formal implications, etc.

2. Students divide into groups of 3-4. Each group is given a cultural mini-drama outlining a misunderstanding arising out of cultural differences. Students are to choose the correct reason for the misunderstanding. The teacher circulates, confirming their choices and sharing additional information from the teacher notes section of the book when a wrong assumption is made. Each group is then given a file card with the description of the prevailing French customs pertaining to a given topic.

3. Students take the parts of the characters involved and act them out for the class. If additional time is available, students may write their own short dialog demonstrating conflict in another aspect of their topic. These skits may also be videotaped and shown to the class for analysis.

Below is a list of topics from Culturgrams and correlated dramas from Rencontres Culturelles.

Greetings	28, 30
Visiting	30, 39
Eating	31
Personal appearance	9
Religion	47
Family	1
Dating, Marriage	29, 33, 48
Social, economic	38
Recreation	4
Holidays	16, 22

For.Lan.-IV/JOB62(2)
10/15/87

Barbara Irene Bohuny
March 7, 1987

Teaching the Target Culture Through the Target Language

Fostering cultural awareness in our students while teaching the target language was addressed in this session by Vicki Galloway of ACTFL. Culture capsules, artifact studies, stereotypes and levels of cultural awareness were included in her presentation.

The "artifact study" is interesting and fun at any level. In El Mundo de la Juventud, Chapter 38, "Nuestras artesanias," students learn about artisans and their handicrafts in Venezuela and Mexico. Pottery, items carved in silver, tapestries, rugs, and wood carving are included in the dialogs and stories of the chapter. There is a comparison of industrialized products and the uniqueness of hand-made items. The pride and tradition of passing along the art through family generations is emphasized.

To expand on the cultural significance of these products, I would have an extensive "artifact study" using planned questions and discussion in Spanish. I have collected pottery and ceramics from Central America, South America, Mexico and Spain. Also, I have examples of woven products and the Guatemalan loom with a partially completed "tela." To foster curiosity, I would begin with the "botijo" from Spain. Eventually, through questions and answers, I would have the students guess that it is from Spain, that a Spaniard gave it to me 18 years ago, and that it is used to cool and dispense the drinking water. The porous stones inside help to make the water inside cooler.

Questions about some of the items would include: ¿Qué tipo de artesanía es ésto? ¿Para qué sirve?¿para decoración? ¿Para otra cosa? ¿Cuánto cuesta, más o menos? ¿En cuál país piensas que se hizo? ¿Es muy viejo? ¿Quién lo usa? ¿Es similar a otro objeto que está en el libro o en la mesa? ¿Qué diferencia hay.. en color? ¿en tipo de hilo/barro? Y,¿estas cosas se usan donde hace frío o donde hace calor? ¿En cuáles países se usan probablemente? ¿Cuáles telas tienen colores y decoraciones similares? ¿Son del mismo país? etc.

The Central American Mayan mask of black clay is quite interesting, because it opens up more awareness of Indian culture, tradition and religion. The replica of the figure "Chac-Mool" from Chichén-Itzá can be displayed too, although it is not referred to until the next chapter, with the discussion of pre-Hispanic cultures and civilizations in Mexico.

After the large group discussion, students are invited to come up to the table to see and touch the artifacts, which will be numbered and labeled. They are to select one as the topic of a written composition in which they'll write as much as possible about it, it's origin, the person who made it and its cultural significance. The next day's class period is dedicated to this composition also.

For.Lan.-IV/JOB63(1)
10/15/87

Barbara Irene Bohuny
March 7, 1987

Teaching the Target Culture Through the Target Language

Lesson Plan

Objectives: To use the target language to discuss specific objects (artifacts).
To develop a cultural awareness of the pride and uniqueness associated with hand-crafted products.
To emphasize artisan family traditions and contrast this with industrialized products.

Pre-lesson activities: Students will have been introduced to most of Chapter 38...the dialogs and stories about various types of artesania.

Teaching Procedure: Display many items of hand-crafted art on a table in front of the class. Begin by telling students that they will learn about these items in detail, as the group conducts an "artifact study" in Spanish.

Using questions about description, age, composition, weight, origin, purpose, colors, size, etc., have students identify several of the items. Questions might also include: ¿Fue hecho a mano o por máquina? ¿Te parece diferente? ¿bonito? ¿Tenemos productos como éstos en los Estados Unidos? Muchos?

Then, invite the students to come up to the table to see and touch the items (pottery, woven products of cloth, wooden items, hand-crafted silver jewelry, etc.) They will be numbered and labeled. Each student will be asked to choose an item as the topic of a composition. They must write as much as possible about the item...What they think its for, describing it physically, who probably made it, where it might be from, and something about its cultural significance (along the lines of statements made in the text...or student opinion). The next day's class period will also be available to work on the composition, which will be due at the end of the week.

For.Lan.-IV/JOB63(2)
10/15/87

Dorothy Rudy
March 7, 1987

Teaching the Target Culture Through the Targetauae

Two points that were developed in this workshop were to encourage our students to be empathic toward the target culture and to condition our students in helping them understand and accept the neutrality of the word "different." Through my lesson plan, I have tried to develop both these points discussed in the workshop.

I have integrated empathy for Spanish culture through the use of Spanish food called "tapas", appetizers that are popular in Spain before lunch and before dinner. My students in my Spanish III conversation class actually prepared the "tapas" as a homework assignment and shared their "tapas" with the rest of the class the following day. The result was not only a show of empathy but a sincere enjoyment of the "tapas". Topping the list of the most popular "tapas" were the "calamares fritos" (fired squid) and the "tortilla espanola." (Spanish omelet).

This food lesson was integrated in my lesson plans after having read the Spanish national magazine, La Luz, that contained a section on "tapas."

What was surprising about this particular lesson was the fact that the students were so encouraged by the food that they prepared, that many of them exchanged recipes and I've heard subsequently from the parents that the students cooked "tapas" on their own at home and wanted to integrate them in their daily American menus. This certainly shows that the students understood and accepted the difference in food.

I found that the students not only had empathy for the target culture in this area but also wanted to include the Spanish culture into their own. I feel that this was a positive cultural experience.

When my other students heard that my Conversation Spanish III had made "tapas," they wanted to know when they could prepare "tapas" also.

For.Lan.-IV/JOB64(1)
10/15/87

Dorothy Rudy
March 7, 1987

Teaching the Target Culture Through the Targetauae

Lesson Plan

Objectives:

1. To show the cultural difference in the area of food using "tapas" or appetizers from Spanish recipes.
2. To review food vocabulary in target language.
3. To attain a level of empathy and a positive attitude toward Spanish food.
4. To teach the meaning of conditioning: helping students understand and accept the neutralization of the word "different."

Micro Skills:

To have students make a recipe and follow directions and to have students by their groceries in a Hispanic market.

Advance Organizer: First contrast food in U.S. and Spain. Review the differences and similarities. Discuss the cultural use of "tapas", appetizers that are served in bars in Spain before lunch and dinner. Students discuss which "tapas" they will prepare and study the ingredients of each recipe. If there are some ingredients like "chorizo" (Spanish sausage) not available in local supermarkets, then the students have to call the local Hispanic markets and ask if they carry the ingredients. All of this is done in the target language. Students preparing the "calamares fritos" should ask how to clean them properly before cooking. Students should also know the difference between a Mexican tortilla and a 'tortilla española."

Teaching Procedure: The homework assignment is the students' preparation of their "tapas." Students bring in their "tapas" and each student is responsible for explaining the ingredients and the procedure in cooking each "tapa." This explanation as well as all other conversation is in the target language. Students then sample each "tapa" in a simulated "bar-like" setting as they would in Spain.

Post-Listening Activity: Students discuss their likes and dislikes of the "tapas." Students discuss which "tapas" they would like to include in their own daily menus. Student make the realization that Spanish food isn't so "bad"; in fact many "tapas" are very tasty and maybe being "different" has its merits. Discussion on being "different" follows.

Stretch Activity: Students write an essay on the differences of food between the U.S. and Spain. In this essay, they write their opinions before and after trying the "tapas." They might suggest recipes that would be included in their daily lives after having sampled the "tapas."

****

Prueba

Direcciones: Escoja la respuesta más apropiada.

1. Los ingredientes de una tortilla española son cebollas, aceite, huevos y A) ajo B) patatas C) maíz.

SESSION V

Role of Audio-Visual Materials in Developing Oral Proficiency

Dr. Dolly Young,
University of Texas, Austin

The purpose of this workshop is to provide foreign language teachers with a variety of techniques for integrating audio-visual materials in language teaching. A variety of uses of transparencies, pictures, slides, filmstrips, video, and film will be presented. Particular emphasis will be given to oral skill building activities.

Margarita B. Jiménez
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Taking advantage of teenagers' affinity for visual entertainment, filmstrips and videos represent an excellent way to appeal to this demanding audience. Add to this the fact that they provide instant context and setting, in addition to linguistic content and many paralinguistic clues that contribute to comprehension, and one has an almost perfect combination. The only element missing is active student involvement.

To address this problem, the student-made filmstrip seems the ideal medium. My Spanish I class of eighth graders was delighted when I presented the idea to them; they were to create, draw, write, record, and present the entire filmstrip themselves. Many did not know, and could not believe, that such a thing could be made in a classroom (just as I felt three weeks ago), but were eager to find out more. They had seen videos made often but never a filmstrip. Fantastic!

I was impressed by their enthusiasm and willingness to participate, and the twenty minutes twice a week that I had designated for this purpose are truly the highlight of the class.

For years my students have made family albums, flash cards, fashion catalogs, etc., using pictures cut out from magazines and newspapers, and this has always been an enjoyable activity, both in its preparation and its presentation to the rest of the class, but I can honestly say that the filmstrip project has been the most exciting one yet.

For.Lan.-IV/JOB65(1)
10/16/87

Margarita B. Jiménez
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Level: Spanish I

Topic: Student-made Filmstrip

Correlate to: All previously learned vocabulary and any daily life situation chosen by students.

Objectives:
- Students will write for communication using previously learned vocabulary and grammar.
- Students will use expressions appropriate to specific real-life situations.
- Students will speak/read using appropriate pronunciation and intonation.
- Students will use language skills creatively, combining cultural and linguistic elements.

Advance Organizer: Using the cartoon about Tato and Lola on page 93 in Unit 9, students could see how simple drawings and vocabulary in their own level could be used to tell a story.

Method:
- Class of 18 was divided into three groups.
- Each group elected a monitor responsible for keeping everyone on task and for gathering materials.
- Each group was allotted 30 frames of blank filmstrip and time "as needed" on audio-cassette.
- Groups communicate among themselves to keep stories sequential: incidents in the life of a group of teenage friends, i.e., going on a date with a chaperone , going to a restaurant and ordering, and having fun in their leisure time.
- Each group is now writing their own script, and will make their drawings (first on plan sheets) and tape their scripts.
- Monitors will work together during lunch to make frames for Focus, Credits, and The End, to work out transitions from one segment to another, to synchronize equipment, and to set up for presentation.

For.Lan.-IV/JOB65(2)
10/16/87

Margaret L. Kroening
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Dr. Young's discussion of student-made visuals and audio-visual materials for the foreign language classroom contained some things I had at least considered, but many I had never even thought of. Next year, I intend to do audio-visuals (filmstrips or slides) in my class. Due to budgetary problems we can, of course, not afford to buy any materials for the remainder of this year. We will be able to do video cassettes and pictures (vocabulary items) this year, beginning shortly after Easter break.

I have always felt that the best teachers need not necessarily be the most creative. I have, however, always maintained that the best teachers are those who best steal ideas and adapt them to their own use. I do not claim to be one of the best teachers, but I am pretty handy at lifting any creative ideas I find and using them in my own classroom. I also am one who is most generous in sharing any ideas I have (either my own or ones I've stolen).

The following is an idea lifted from a Spanish teacher and adapted to my classroom. It will be used for an exercise in the use of the imperfect tense.

Margaret L. Kroening
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

I have always had my first year French students do representational family trees using magazine pictures rather than photographs for members of their family. The kids have a good time trying to see how creative they can be. Along with the family tree poster comes an oral description of their family, which is usually very generously graded.

This year my second year students will use actual family album pictures in posters with imperfect tense captions.

Materials needed:

1. 2-4 photos from the family album (these will be returned)
2. 12" x 18" construction paper (any color)
3. rubber cement
4. fine line markers
5. optional--other pieces of paper for captions

This is a three-stage project. The first thing the student must do is find 2-4 appropriate pictures from the past to mount on the construction paper. After finding and mounting these pictures, the student will write a nice caption about the picture. The captions will of course be in the past tense, and most will be of necessity, in the imperfect tense. I may even say that the student must have something to say about the picture in the imperfect tense. Finally, the student will need to discuss the "poster" with the class.

By the time my students have made it to this point in their second year, most have little problems speaking in front of the class. And the other students love to see "baby" pictures. It really is a wonderful activity which adds to the cohesiveness of the class.

For.Lan.-IV/JOB66(2)
10/17/87

Sally Morris
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Dolly Young presented several good techniques to get the students involved in audio-visual presentations in the classroom. I particularly liked the filmstrip of "Charley's Devils" with the accompanying sound effects and Spanish narration on cassette tape. However, I would not assign a filmstrip or slide presentation as a total class assignment, because too many students would find it an overwhelming task and not attempt it at all. I have offered ideas for videotapes, filmstrips, etc. as semester projects in connection with our county foreign langugae week each year. One of my second year German students presented a slide show on West German life in the late 1940's. His father was stationed in W. Germany at that time and was a good source of slides and personal insight. The student worked on additional research to fill in elements of historical significance.

I decided to implement the idea of vocabulary pictures from this workshop. I assigned students to bring in pictures relating to sports, seasons, and weather conditions on a backing of construction paper. They could draw or cut out the pictures from magazines they had at home. I also keep old magazines for desperate students to use.

Learning vocabulary visually is much more effective than reciting long lists of vocabulary words that go in one ear and out the other. I try to incorporate pictures into each unit and keep the best ones in my file.

For.Lan.-IV/JOB67(1)
10/20/87

Sally Morris
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

This lesson came from Unit 9, NUESTROS AMIGOS textbook. It is a unit about sports and weather.

Objectives:
1. Students will be able to identify the names of the seasons, weather conditions, and the sports appropriate to each season.
2. Students will make a complete statement describing an outdoor scene involving specific sports.

I assigned my students to bring in at least two pictures each of a sport from the current chapter in the textbook showing existing weather conditions. They could also bring in one picture with a composite set of pictures displaying all four seasons without necessarily including a sport on that one.

Size was important. The pictures needed to be on 8" by 11" construction paper backing, large enough for a whole class to see.

The first day I simply showed several of the pictures to the whole class and asked for one word descriptions in Spanish of what they saw. This was a brainstorming technique which reinforced new vocabulary and showed me that they could correctly identify sports and seasons. Plus, they reviewed old vocabulary by identifying colors and articles of clothing.

The next day, I divided the class into small groups of about three. Each group was given two pictures that were brought in by another class so they were different from the previous day. They brainstormed single words and phrases as descriptors first. Then each student in the group had to come up with a complete Spanish sentence to describe the picture or some portion of it. And finally, they decided as a group what appropriate caption went under the picture. I walked around the classroom and gave assistance as needed.

We returned to the class setting, and the group spokesperson shared the descriptions and captions with the rest of the class. The rest of the class was allowed to offer additional information or a caption as time permitted.

For.Lan.-IV/JOB67(2)
10/20/87

Joan Urbaniak
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

According to Dolly Young, familiarity breeds success. We need to make sure that our students are well-prepared for what we are asking them to do. This is particularly important in the area of oral communication where a student's anxiety level may prevent him from making the utterances we want him to make.

My lesson plan was designed deliberately to reintroduce material in several different ways starting with what's simple and moving to the more complex. I wanted to give my students ample opportunity to listen, to respond mentally, to respond in writing, before being asked to respond orally.

Using visuals helped to impose a certain structure which added another level of familiarity and enhanced my students' sense of security. Visuals were selected to illustrate action in progress. Other visuals were not action-oriented, and students were asked to distinguish between the two simply by responding Verdad or Falso to a statement such as: "Los amigos estan jugando fútbol americano."

In the second part of the lesson, the non-action photos were removed. The students were asked to respond--in writing--to a question such as: "¿Que están haciendo los amigos?"

Step three was to ask a student to pose a question to another student in the class regarding the visuals. Most of the students, by this time, were able to do what was being expected. They "knew" the material by the third time around and there seemed to be little resistance.

As a follow-up students were asked to cut out magazine photos of their own, to show them to the class, and to make "action-in-progress" statements about each one.

Incidentally, the visual aspects of the magazine photos can be increased by making transparencies which can be projected on the overhead. The photos are laminated on one side only, immersed in a detergent and water solution until the backing peels off, and then masked in a frame.

For.Lan.-IV/JOB68(1)
10/20/87

Joan Urbaniak
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objective: To reintroduce and reinforce previously-learned Present Progressive.
To diminish anxiety among students and enhance willingness to communicate verbally.
To maximize "feeling of security" through repetition.
To emphasize answering and asking questions in the target language.

Procedure: Show students two types of visuals, one showing action in-progress, the other showing no action.
Make statement relating to visuals such as: "Los amigos están jugando fútbol americano."
Students respond by writing Verdad or Falso.

Remove non-action oriented photos.
Students respond, in writing, to questions such as: "¿Qué están haciendo los amigos?"

Students question one another, using same Q/A technique. Oral exercise.

Follow-up: Students select own visuals from magazine, and present to class, either one-to-one or in small groups. Photos should represent either activities they enjoy doing or activities they wish they could do.

They could make statements such as:

"Los muchachos están jugando fútbol americano. A mí me gusta jugar fútbol también." etc.

For.Lan.-IV/JOB68(2)
10/20/87

Michele S. Kelley
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

The fifth session in this series served mostly to recap some of the main points which have previously been presented since, in this writer's opinion, no new materials or concepts were introduced. Some of the ideas were "unique" in themselves, but not in concept. I am not complaining, however, because the scope of the presentations has been excellent and I have learned a lot. I would have enjoyed an opportunity to share with the other participants more during this session.

One of the points that Ms. Young emphasized has stuck in my mind as I go about planning my 4th 9-weeks' lessons--to have the students generate much of the visual material! My experience with pictures and visuals has always been positive, but it takes an enormous amount of energy to accumulate and develop, so having a "plan" for accumulating visuals makes wonderful sense! I do have concerns for the student without resources and direction, but plan to give those people some assistance and guidance (or alternative).

I have to agree wholeheartedly that visuals and hands-on materials/realia enliven the class, motivate, and entertain, as well as being superb advanced organizers. I plan to use visuals for reviewing vocabulary (flashcards), videos made by students and offer "filmstrip" projects for extra credit.

Michele S. Kelley
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objective: To use Spanish as a medium of expression in the classroom during impromptu communication.

Micro Skills: To use appropriate related vocabulary; to use appropriate verb tense to communicate meaning.

Pre-Communication Activity: To review present, past and future progressive tense.

Teaching Procedure: Divide the classroom into groups of three or four students. Allow students to select a mounted photograph from set of photos (to give them self-motivation). Ask students to develop at least 5 sentences describing what they see happening in the photo. Stop the activity in 3-5 minutes. Call on spokesperson from each group to share their best 3 sentences. Collect photos, distribute new ones and repeat but ask for past progress--what was going on before the photo was taken; repeat again with future progressive. This can be changed depending on your class's interest level and attention span.

Post-Communication Activity: The teacher can ask--"Which group had the picture where Superman was flying through the air carrying the American flag?" or "Which group had the picture where the man wearing the rabbit suit was talking on the phone and drinking coffee?" Obviously, the funnier photos were most popular, but these could also be culturally authentic photos if your collection were to include them.

For.Lan.-IV/JOB69(2)
10/20/87

Candice Gartel Blanco
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Audio-visual materials give students an opportunity to understand and relate to a foreign language through several of their senses. In the 1980's, learning in this manner has become almost expected. Use of tapes, transparencies and videos will, like other communicative methods, be enhanced if an advanced organizer assists students in recalling real, personal experiences, and sets the learning stage for certain expectations.

Yet even though the materials a teacher utilizes would seem to generate high interest for setting up natural communication, timid personalities can easily thwart the best intentions. Students need to begin speaking in front of their peers early in their foreign language experience in the most unthreatening situations possible. Pairing and group work can increase their confidence. Students should constantly be reminded that if they can communicate in a foreign language they are successful, and errors are a natural part of their learning process.

Perhaps student-generated visuals can promote the highest interest in speaking, not only because the student uses something of his or her choice, but also because the time spent finding and working with the visual allows the student valuable preparation that will build interest, confidence and hopefully, ability to share his/her unique personality with the class.

For.Lan.-IV/JOB70(1)
10/20/87

Candice Gartel Blanco
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objectives - To make a very brief presentation to the class that will reinforce current vocabulary and help student presenting to review previously-learned grammar structures.

Advanced Organizer - Class discussion on cold winters in the north and the role advertisements play in attracting tourists to Florida.

Assignment the night before - Cut out magazine picture or draw a beach scene that includes several vocabulary words from Chapter 21 in Nuestros Amigos (Spanish II). Mount on construction paper. Visual should be large enough for class to see. Write a five-sentence description of scene on back that could be used for a South Florida tourism advertisement. Include comparatives and superlatives learned in the last chapter. (Example: These palm trees are the tallest.)

Activity No. One - Practice saying description to a partner by reading it. (Students help each other with pronunciation and ask last minute questions before presenting to the class.)

Activity No. Two - Present orally to class without reading. Begin advertisement with "¡Viaja a Florida este invierno!" Travel to Florida this winter!)

No more than ten to fifteen presentations should be given each day. Teacher asks class questions after each presentation to check student comprehension.

For.Lan.-IV/JOB70(2)
10/20/87

Dorothy Rudy
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Two points that I learned from this workshop are the importance of visuals in developing oral proficiency and the importance of having student-made visuals. The student and not the teacher should be responsible for the student's learning.

With these two points in mind, I asked the students how they spent their Spring Break. One student, Adam Dreyer, had visited Guatemala with his father and was most enthusiastic about his trip. He volunteered to share his memorabilia with the class.

For the following two days, this average student showed the class how sugar cane was cut and eaten, brought in Guatemalan clothing, pictures, maps, music, pottery, menus, money (quetzal) as well as Guatemalan tooth paste, lifesavers (salvavidas), cereal such as Rice "Krispis" with all the ingredients written in the target language and the measurements in kilos. Additionally, he gave a varied slide presentation showing the cultural differences among the Guatemalans and the North Americans. He particularly showed the difference in height between a North American and a Guatemalan. He confessed that many Guatemalans especially in the countryside fled when he walked down the street. Among the other cultural aspects that Adam taught the class were the use of incense among the Indians or "naturales" as they preferred to be called. He bargained with the people in the local markets (regatear) and he ate and enjoyed the typical Guatemalan food.

Some of the class feed-back was that "it was the best class we've had." Even though one student gave the presentation, the rest of the class was involved through the question and answer period and also through questions by the students during the slide presentation. The student-presenter was most enthusiastic about his project and hopefully this will serve as a stimulus to him to improve his grade in Spanish, and it will also serve as a stimulus to other students to do an equally fine job on their projects.

For.Lan.-IV/JOB71(1)
10/20/87

Dorothy Rudy
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objectives:
1. To use student-made audio-visual materials to stimulate oral proficiency.
2. To have student present project in Spanish to group of peers who are using the target language.
3. To have peer interaction through listening, comprehending and ultimately, questioning in target language.

Duration of Time: 2 class periods or 80 minutes

Equipment: Slide projector and VCR Recorder

Materials used: Memorabilia from Guatemala: cereal, menus, slides, music, sugar cane, beer cans, tooth paste, lifesavers, chewing gum, maps, articles of clothing.

Micro-Skills: Students in class are listening to target language from a peer and speech is enhanced by the student's visuals.

Advance Organizer: Student-presenter discussed his trip to Guatemala while reviewing students' activities during Spring Break.

Method: On the first day, student-presenter gave a resume of his trip to Guatemala. On the following two days, he discussed the memorabilia that he had obtained in the country (see "materials used" above). There was a class discussion on his trip and many questions from the class were answered by the student-presenter. Then the student-presenter spoke about the slides that he had taken in Guatemala. Typical Guatemalan music using gourds served as his background music. The instrument was later shown on his slides. There were many comments and questions by the students during the presentation. Another student video-taped the entire presentation. The student was organized, used note cards as a guide but did not rely on them directly. When the student made grammatical errors, he was corrected by his peers. (See video).

Post-Listening Activity: A question-answer period followed the presentation. Other countries were compared to Guatemala. View tape.

Stretch Activity: Other students in class were to present a project to the class using the target language. This project had to do with the Hispanic world.

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Follow-up "Prueba" that was made by presenter

Direcciones: Ponga "F" si la oración está falsa y "V" si la oración está correcta.

1. Se cosecha mucha caña de azúcar en Guatemala.
2. Los indios guatemaltecos prefieren el nombre "naturales."
3. Los guatemaltecos son muy altos.

For.Lan.-IV/JO71(2)
10/20/87

Joanne L. Bottinelli
March 28, 1987

The Role of Audio-Visual Materials in the Foreign Language Classroom

This lesson plan utilizes several forms of visual aids to reinforce the learning which has already taken place in Unit 21. This activity would be most effective after the students are familiar with the unit grammar and vocabulary.

The skits deal with student-created themes and must use a minimum of two types of visual aids to enhance the story being told. This use of visuals helps both the "actors" and the audience to remember the Spanish meaning for the vocabulary words being depicted visually. It also forces the students to be more creative and to make their skits more fun to act out and to watch.

Videotaping the skits does make the students more apprehensive, but their nervousness can be reduced by not forcing them to perform in front of the class. On the other hand, it benefits the other students to be able to participate as an audience. Being able to view the video of the completed skits after all the work has been finished is a big "plus" because it serves as an incentive for the students to do a high quality job. This final viewing is also further reinforcement of the subject matter.

The written post-activity serves as a final reinforcement of the unit's grammar and vocabulary. It also tests the listening and observation skills of the students.

Joanne L. Bottinelli
March 28, 1987

The Role of Audio-Visual Materials in the Foreign Language Classroom

Lesson Plan

Objective: To reinforce the grammar and vocabulary learned in Unit 21 of Nuestros Amigos by having the students create skits utilizing that information within their skits.

Procedure:

1. Set up groups of three to four students to create each skit.
2. The goal of each group is to create an interesting skit which uses the grammar and vocabulary of Unit 21 of Nuestros Amigos.
3. Each group must use a minimum of two types of visual aids in its skit (i.e., pictures, drawings, actual items).
4. The perfected skit will be videotaped by the teacher. The taping can be accomplished in front of the class as an audience, or as a separate activity without an audience in order to reduce student anxiety.
5. After all skits have been videotaped, the final product can be viewed by the class as a whole.

Post-Activity: Give students a question sheet or quiz containing questions about the content of the various skits, including the vocabulary covered. Questions should be relatively basic so as to guarantee a high success rate by the students.

For.Lan.-IV/JOB72(2)
10/20/87

Barbara Miller
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency.

This session presented by Ms. Young held a particular interest to me due to the fact that I have always used my own hand-made visual materials in teaching all levels of my Spanish classes. I am continuously looking for new ideas that I haven't tried yet.

I decided to try one of Ms. Young's ideas in my two Spanish I classes this week. We had just begun Chapter 10 which involves a visit to the zoo. This chapter always lends itself to great pictures due to the variety of animals. I used my own pictures in the presentation of the vocabulary as I always do, but I assigned to each of my Spanish I classes the following assignment; each student had to choose one of the vocabulary words and draw it in color on an 8 1/2" by 11" piece of paper and write the word on the back along with a sentence using that word.

I told my students to use their imaginations with these animals and make the pictures colorful. The pictures could be serious or in the form of a cartoon. This assignment was to be completed outside of class within a two day time limit.

For.Lan.-IV/JOB73(1)
10/20/87

Barbara Miller
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency.

Lesson Plan

The day I collected the pictures from my two classes, I was pleasantly surprised to see that almost all of the students completed the assignment and the majority of the pictures were really excellent. There are so many students that have some type of artistic talent that we rarely get a chance to see in the foreign language classroom.

I used these pictures in many different activities during the two weeks that I taught this lesson. Some of the activities were:

1. I showed each class their own set of pictures for a verbal response to identify the picture. Then I exchanged each class set of pictures so that my students in the other class could enjoy looking at a different set.

2. The students had to describe in their own words the details in the pictures. I displayed ten pictures at one time in the front of the room with a number assigned to each picture. We had to guess what picture was being described.

3. I used their sentences from the back of the pictures and I read them aloud. The students had to tell me what sentence could be matched with what picture.

4. We reviewed the colors and many other adjectives in all of these activities due to the variety of shapes, sizes and colors of the animals.

5. I also used the pictures in my weekly spelling bee.

My students really enjoyed working with their own pieces of art work. If I had my own room I would definitely hang many of them up for display.

Fatima Hicks
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Students will internalize better that material which has psychological significance to them and that has been presented in a meaningful, realistic and communicative way. In order to assure psychological relevancy to the audio-visual material being used in the class it was stressed to have the students produce the audio-visual materials which would activate their relevant background knowledge consequently promoting assimilation of new information to this existing knowledge.

Therefore, I began the lesson with an inventory team activity. In pairs the students were assigned to visit a local hotel/motel and inventory the area. Then, they were to go on a magazine pictures scavenger hunt of words which would illustrate their inventory list, mount and write a sentence with each word. A class sharing of illustrated vocabulary followed.

The next activity was a culture assimilation capsule on "Paradores, Pensiones and Hostels". The students then read a dialogue "En el Hotel" page 94 of "La Fuente Hispana". In groups they then speculated on other possible questions a guest in Spain, Mexico, U.S.A. might have asked at registration time. In groups they discussed the information contained and made inferences about the age of the speaker, the purpose of his trip and the mood of the registering guest. They gave oral reports on their guest's personality profile.

Follow-up activity included writing skits presenting a dialogue between a hotel employee an a registering guest. Each group selected a different setting and purpose of trip. These may be videotaped to be shared with other classes. Another follow-up or expansion of material planned will be for students to borrow a camera and go out to area hotels to take five to seven slides and prepare a commentary and bring them back to present a class travel log of our area.

For.Lan.-IV/JOB74(1)
10/20/87

Fatima Hicks
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Title of Lesson: En el Hotel

Performance Object: 1.01 Respond correctly to oral questions demonstrating comprehension of short conversations, narrative, media presentations.

Micro-Skill: to provide commentary to slide of area hotel/motel.

Material Needed: Text Fuente Hispana, Culture Assimilation Capsule on Paradores y Pensiones, video camera, camera, slide film, tape recorder, blank tapes.

Methodology:

Advance Organizer: Pairs of students were assigned to visit a local hotel and inventory the area. Then, go on a magazine picture scavenger hunt of words which would illustrate their inventory list, mount the pictures and write a sentence with each word.[1]

Class Discussion: sharing of illustrated vocabulary from scavenger hunt.

Lecture on Paradores y Pensiones and completion of Culture Assimilation Capsule.

Partner Practice: Read dialogue "En el Hotel" from "La Fuente Hispana" and speculate on other possible questions the registering guest might have asked.

Group Work: Discussion of comprehension questions and inferential questions and to the age and mood of the speaker as well as the purpose of the trip.

Writing Activity and Audio-Visual Production: Write skits presenting a dialogue between a hotel employee and a registering guest. Each group will select a different setting a purpose of trip. These will be videotaped.

Follow-Up and Expanding Activity: Students will borrow a camera and go out to area hotels to take from five to seven slides. Then prepare and tape a commentary. The individual efforts will be compiled into a class travel log of our area.

Evaluation: Skit and Slides Presentations

[1]Katherine Kulick, "Beginning to Write a Practical Approach" in Northeast Conference Newsletter, March p.

For.Lan.-IV/JOB74(2)
10/20/87

Barbara Irene Bohuny
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

When students are involved in the preparation of audio-visual materials, there is a high level of motivation and enthusiasm. A-V materials provide varied stimuli which aid in the learning process, activating prior knowledge. When students depart from normal textbook activities, they sense a more realistic situation, and Dolly Young cited concrete results of strong language acquisition and retention in classes using audio-visual activities consistently.

Since we are approaching the end of the school year, my Spanish II students soon will be reviewing for final exams. They will be divided into groups of 4 to 5 students each. Each group will work on an audio-visual review of a different chapter covered during the year. They will choose from types of A-V presentations such as skits, home-made filmstrips (narrated), and student-made flash pictures, with narrated presentation. Topics of some of their chapters from the year include: a birthday party, camping, furniture and the rooms in a house, Christmas in Mexico, shopping, illness, medicine, and the doctor, Sunday at the beach, a trip to Puerto Rico, and TV programs and commercials.

On the first day the assignment is made, a hand-out sheet discussing the project, guidelines, suggestions, and requirements will be given to each student. During class, the groups will meet part of the period for: 1) planning their project (Friday), after which a written outline or summary of these preliminary plans must be submitted, 2) developing the project (progress meeting...Monday), and 3) finalizing the project (rehearsal, taping, etc. (Friday).

After the second meeting (Monday), I will probably see the need to add a brief meeting on Wednesday, to help in the development, since the Friday will be merely to bring together the finished product.

During their meetings, I will circulate and help (advise). They must attempt to include as much of the vocabulary and structure of the chapter as possible. Their visuals must be large and simple to interpret. Each student must have a speaking part. Requirements such as these will be included on the handout, and they will be reminded to check over the handout for best results. Grades will be based on presentation and content.

The end result (goal) should be a final review with a lot more excitement and fun than the usual type of textbook review, even though these presentations will be accompanied by traditional review worksheets, etc. Actual presentations will take place beginning Monday, 11 days after the assignment was made, which will be the last week of regular classes.

For.Lan.-IV/JOB75(1)
10/20/87

Barbara Irene Bohuny
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objectives: To provide students with an active, productive, interesting basis for the end-of-year review.

To increase confidence and proficiency in oral skills.

Previous Lessons: Most of school year. This project will take place the last 2 1/2 weeks of school.

Lesson Plans:

Day 1 (Probably a Thursday or Friday)

1. After the follow-up from preceding day (quiz or review of a lesson), announce review project: Chapter audio-visual presentations by groups for review.
2. Distribute handouts with guidelines, time-frame, and requirements. (Each student in the group must be involved in planning/preparation and also have some speaking part in the presentation).
3. Assign groups of 4-5 students each, move desks to little clusters and choose chapter for project...report choice to teacher and begin plans for type of A-V presentation. Write notes or outline or summary paragraph of these plans. Submit this paper to the teacher with the names of group members on it.

Day 2 (Monday)

1. Begin process of Final Review by distributing and reading an outline of the Final Exam (brief...to advise students that it is coming...some may wish to start studying.)
2. Groups meet to develop project, teacher circulates.

Note that during this week (Tues., most of Wed., and Thurs.) the last "new material" will be covered, even though projects are in progress.

Day 3 (Wednesday) - last part of period - "project meeting' in groups - plan <u>oral</u> part. - Write it down, show teacher.

Day 4 (Friday) - group meetings to finalize, organize, rehearse presentations, etc. - most of period. Also, distribute written review sheets for Final Exam, so students begin thee on weekend or at end of class if project work done.

Following week: Present projects alternately with written review for Final Exam.

For.Lan.-IV/JOB75(2)
10/20/87

Linda Dardeen
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

The point that stands out for me from Dolly Young's workshop is that the work involved in student made audio-visual material can be primarily the students' responsibility.

I went back to school and asked my level 1 French students to bring in mounted pictures with captions to illustrate the vocabulary from the food chapter (Nos Amis, Chapter 8). I had a few magazines on hand for those who don't have access to them at home. I got some duplicates (which is OK because repetition teaches) and lots of chocolate; but it was evident the students enjoyed working with the pictures. Besides being a fun way to learn vocabulary, we were able to focus on common grammar errors that showed up in their captions, for example, "je l'amour le chocolat." They thought aimer meant to like and they wanted to say love. I now have the beginnings of vocabulary flash cards that I can add to each year. The picture idea went over so well with French I that I have asked French II to bring in pictures to illustrate Chapter 21 Nos Amis, a more difficult task (the Tunisian chapter with artisans and their crafts). I am anxious to see the results.

A second idea suggested by Ms. Young is detailed in the attached lesson plan--videotaped dialogues for French III class. The students were about to finish the car chapter (31, Le Monde des Jeunes). On Monday, I asked them to prepare original dialogues using the vocabulary presented in the chapter. I suggested some possible situations to get them started, checked their progress midweek, and did the filming on Friday. Except for a few technical bugs that I learned to work out, things went very smoothly and again, as with the pictures, the students did most of the work. The questions I asked when we watched the videos were produced on the spur of the moment. I included time spent in the lesson plan so that it is clear that this project did not take up an inordinate amount of class time.

For.Lan.-IV/JOB76(1)
10/20/87

Linda Dardeen
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objective: Students will use specific vocabulary in simulated situations dealing with cars.

Monday, March 30

Assignment: Students to write original dialogues to be taped Friday, April 3. Grade to be based on: correct pronunciation, memorized lines, presentation (props, staging). Written script due Wednesday, April 1.

5-7 min. Suggestions:

1. Two friends. One had accident and is afraid to tell parents.
2. Discuss car you want to buy with friend.
3. Gas station scene-customer/attendant
4. Car salesman/customer
5. Driving instructor/student

Wednesday, April 1

Check written scripts, make grammar and vocabulary corrections, as well as suggestions concerning props and staging. (Done while students were working on another assignment.)

Friday, April 3

Full pd. Reserved projection room of the library. Called students in privately to film skits. (Others worked on review sheets, Chapter 31).

Monday, April 3

Viewed videos. Asked class content questions about what they saw. Examples: Where were they going? Name two things _____ did before starting the car. What questions did _____ ask about the car he wanted to buy? (The questions were posed in French.) (10-15 minutes)

Diane Taylor
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

I have never realized how much we actually have available for classroom use. I am constantly searching for new ideas and ways to present material to my students.

Lucky for me, I had just bought a new 35 mm camera and I went to Mexico for spring vacation. My students enjoyed seeing my slides of the trip. However, I decided to make the unit on the zoo a little more interesting. I coaxed a friend into going with me to the zoo and we took slides there - some even with me in them (students enjoy seeing teachers in such a situation). It turned out to be a great way to teach vocabulary. I have in my mind a plan to use slides for more than just the zoo chapter. Kids love it!

For my Spanish III students, they interviewed each other, one being a famous person. I taped them and we later watched and discussed them. It worked out well, and they want to do more activities on tape!

I received many new ideas from Mrs. Young that I hope to use in the future.

For.Lan.-V/JOB77(1)
10/20/87

Diane Taylor
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objective: to learn animal vocabulary; also oral expression in Spanish.

Warm-Up: Oral questions and answers - student interaction - partner practice- Tic-Tac-Toe game on overhead

Activity: slides to learn animal vocabulary - question-answer (students asking students as well as teacher asking students).

Homework: Find and bring in picture of animals from magazines.

For.Lan.-V/JOB77(2)
10/20/87

Joyce L. French
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Dr. Young's discussion of the anxiety level of the students of foreign language I found particularly important and relevant. Many students speak to their fear of teachers, i.e., the teachers' attitudes and behavior toward "good" and "bad" students. Setting the proper climate from the very first day is many times the crucial element in each students' learning of L2. The affective domain can totally control the ability to succeed. Each of us has had good and bad experiences with teachers and fortunately we can use this experience objectively to remember when setting our own classroom expectations.

I was pleased to see that my personal philosophy parallels Dr. Young's in places. From the first day I tell the students - "It's OK to make a mistake, it's OK not to know an answer, but it's not OK not to try." Setting the casual atmosphere toward oral mistakes and laughing at the funny word order, etc.- not the students - is all important.

During the third nine-week period every Spanish II student is required to take part in a group skit (Escena) demonstrating that he has the ability (whether to a poor or excellent scale) to speak Spanish in front of the class. Oral work during the first semester is planned as a series of expanding opportunities to feel comfortable in speaking.

Our school now has a video camera but when I mention utilizing it to tape skits a number of students still express anxiety of "being on television." To ease their fears, we tape the skits on cassette tapes for oral and aural, not visual, reproduction. At the end of the year most students are comfortable with videotaping the commercials that accompany the final chapter of Nuestros Amigos.

Joyce L. French
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Performance Objectives: At the end of a two-week period, each student will demonstrate his/her level of oral proficiency in Spanish II by participating in a group skit that reviews the vocabulary of a previous chapter.

Introduction: (Motivation and enthusiasm) Discussion of how much they have learned, brainstorm the topics of previous chapters, explanation of expectations and procedures.

Activities:

1. Students are placed in groups of four - mixing the ability levels and balancing personalities and sex if possible.
2. During the last 15 minutes of each period, the groups write an original skit based on the vocabulary of a previous chapter. (Participation is strictly monitored.
3. Presentations are recorded on audio tape and played back for the entire class.

Rules for the Skits:

1. Each person has ten full lines.
2. Good grammar and structure is expected and script is reviewed by the teacher.
3. Any additional vocabulary is written on the board and explained by the group before the Escena.
4. Students are rated on understandability, props, entertainment, and pronunciation.

Results: Most of the students <u>LOVE</u> doing the Escenas, they are motivated, enthusiastic, helpful to others in their group and many say that Spanish is now more "REAL" to them. Some even ask when the class can do them again.

For.Lan.-V/JOB78(2)
10/20/87

Judith E. Turner
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Dolly Young brought with her many innovative uses of audio-visual materials but the method that really opened my eyes was the simplest. When she started lecturing about pictures I suddenly realized I hadn't used any pictures, except for the ones in the book, all year. Her idea was not only to use pictures, but to have the students make them on their own.

I had to introduce a new lesson so this was my perfect opportunity to try the "picture method". I read and translated the introductory paragraphs, with their help. I had given them some new vocabulary words so they would better understand the pictures in the book beside the paragraphs.

Now I assigned each student to bring in an 8 1/2" x 11" picture the next day depicting a new expression or a new vocabulary word from these paragraphs. I told them it could be a picture from any source, done on a computer, or hand-drawn. Of course, the competition began at this point to see who could bring in the best picture. I had also told them that their classmates had to guess what expression or word the picture depicted so the challenge was on.

I have middle school students so they became very involved in this hands-on activity. The next day they presented their pictures to a group of eager classmates trying to decipher the meaning in Spanish.

They did an excellent job so I kept the best ones for future use after I have them laminated.

When they were finished, I asked them to make a vocabulary list, for homework, of all the pictures that were presented in Spanish with their English translation.

This activity served its purpose. They now better understand the new expressions and words and consequently will remember them longer because of the visual pictures left in their memory.

I don't know how I taught the previous units without pictures, ALL lessons in the future will be taught with the aid of pictures, made by the students themselves.

For.Lan.-V/JOB79(1)
10/20/87

Judith E. Turner
March 28, 1987

The Role of Audio-Visual Materials in Developing Oral Proficiency

Lesson Plan

Objective: To enhance the students' understanding of new vocabulary and concepts and to involve them in the production and teaching of the material through visual aids.

Procedure:

1. Teacher reads the introductory paragraphs to the new lesson 9 (in Spanish) while students listen.

2. Teacher translates a few of the new vocabulary words which are used to describe the pictures to the left of the paragraphs.

3. New teacher translates the paragraphs with the help of the students using old and new vocabulary.

4. Students are assigned to bring in one 8 1/2" x 11" picture (hand-drawn, computer, or cut out of a magazine) depicting a new expression or a new vocabulary word from the paragraphs. Identification of the picture is to be put on the back.

THE FOLLOWING DAY

1. Have students teach their picture to the class by holding it up for them to see while the class tries to guess the expression or word in Spanish which is depicted by their picture.

2. Collect the best ones and laminate them for future use.

3. Have students make a vocabulary list of all the words and expressions which were presented in their class and translate them.

Conclusion: Students should better understand their new vocabulary after using a hands-on method which gets them more involved than just the teacher presenting the pictures to them.

For.Lan.-V/JOB79(2)
10/20/87

SESSION VI

Evaluating Communicative Skill Development in the Foreign Language Classroom I

Dr. Ana Roca,
Florida International University, Miami

The presentation will focus on current techniques and approaches to teaching in a proficiency-oriented classroom. Stress will be placed on:

1. Methods of practicing the target language in the range of contexts students are most likely to encounter.

2. Ways of encouraging language learners to express their own meaning as early as possible in the course of instruction.

3. Specific teaching activities designed to improve listening and speaking skills at different levels of instruction.

Sally Morris
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Dr. Ana Roca described several approaches to learning a foreign language. One is "the silent way", where students concentrate on listening and reading skills without developing speaking competency as beginners in the target language. This method would be a poor one, in my opinion, for the secondary school level. Teenagers want and need to talk. We should give them plenty of oral practice.

Dr. Stephen Krashen was quoted again as an expert in language learning (academic setting) vs. language acquisition (cultural immersion). He wrote the book THE NATURAL APPROACH, which emphasizes using the target language as much as possible in the classroom to aim toward language acquisition and real communication.

Foreign language learning can be viewed as a spiral. One skill builds upon another and is needed in order to increase proficiency. Unlike a history course, one is never "done" with a given chapter. Subject/verb agreement will always be needed. Old vocabulary will be combined with more complicated grammatical structures or new tenses.

Keeping this spiraled learning in mind, I decided to teach German I Unit 8 in UNSERE FREUNDE in linguistic stages. The lessons focused on map directions within a city. West Berlin was our focal point. Initial learning emphasized the basic terms for directions, listening skills with the tape while looking at a textbook map, and gradually spiraling the abilities into speaking skills. Details follow in the lesson plan.

For.Lan.-V/JOB80(1)
10/20/87

Sally Morris
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Using map directions German I Unit 8 UNSERE FREUNDE

Objectives: 1. Students will follow oral directions to reach a destination on a textbook map.

2. Students will give oral directions to get from point A to point B on a student-designed map.

We concentrated initially on the basic terms for directions: left (links), right (rechts), straight ahead (geradeaus), to turn (abbiegen), to go back (zurückfahren), to come to a stop (anhalten), and along the street (die Strasse entlang). We practiced with tapes and a map in the book to see if they could follow verbal directions and arrive at the correct monument in West Berlin. The lesson combined listening skills with culture.

After several days of listening, students were asked to give the directions themselves. First, I simply asked for volunteers to describe how to get from one monument to another on the textbook map. Afterward, each student was assigned an oral map direction activity.

Each student drew a street map in German of their neighborhood or an imaginary one using German names. The map had to be large enough for the whole class to see. It could be put on the overhead or the blackboard. The student gave verbal directions in German to get from a selected place on his/her map to another definite location important to him or her. Some chose home to school routes, home to the beach, and others pretended to give directions to a German tourist.

It was exciting to watch the progress in this unit from no knowledge of directions to speaking proficiency on a real communication level.

For.Lan.-V/JOB80(2)
10/20/87

Candice Gartel Blanco
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

High school teachers frequently must predict the future needs of their students and must continually strive to bridge the gap between structural lessons and practical learner needs. Though very few instructional materials available accomplish this task, the classroom teacher can adapt textbook drills and dialogues by focusing on possible social situations and needs and combining these with his or her awareness of students' interests.

The temptation to emphasize grammar, something new and challenging to students, can easily take precedent over meaning and content in foreign language lessons. When it does, the teacher and the students become entangled in structural accuracy and lose sight of more important communicative goals. This diminishes the subconscious processing of the learner's new language, and motivation may be lost as the language is seen as being detached from the real world. The study of grammar should be used as a monitor to enhance the communication processes.

The following lesson plan enables students to practice recently-learned structure by discussing their hometown. They will demonstrate their knowledge and feelings through the skill of explaining directions, a skill that may well be practical in a future social situation.

For.Lan.-V/JOB81(1)
10/20/87

Candice Gartel Blanco
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Objectives - To practice giving directions and to review uses of the subjunctive.

Activity No. 1: Students prepare a detailed written tour for a foreigner of five points of interest in their hometown area. (Spanish IV students using Fuente Hispana might use vocabulary on page 268 for this homework assignment.) The guide should welcome visitors and express desires that they see interesting landmarks, state directions for reaching each point, and use such expressions as - it will be necessary..., I hope that..., in order that..., provided that..., etc. (Students might also accompany their tour with a map, labeling public buildings in their city in Spanish.)

Activity No. 2: Students take turns reading at least part of their tour to the class, and classmates try to guess each destination before it is stated.

For.Lan.-V/JOB81(2)
10/20/87

Michele Tavoletti
April 25, 1987

Developing Communicative Skills in the Foreign Language Class III

There is no one "best" method for developing communicative skills in the foreign language class. Many different approaches should be implemented taking into consideration student interest and ability level, teacher/student personalities, the need for language acquisition and other factors. One approach which may be successful with large, over-crowded classes is a pattern practice in a partner system. This approach places students in groups of two, and using visuals as the stimuli, allows them to listen and respond to each other in the target language. This greatly increases the number of opportunities an individual student has to participate actively in a lesson. For this activity, I chose to practice the preterit form of the irregular verb "ir" presented in Unit 11 of Nuestros Amigos.

I seated the students with a partner, gave each group a picture (photograph) of a "destination: i.e., restaurante, colegio, fiesta, etc. (I needed approximately 10 photos--another use for a student generated picture file!) Student A asks student B in the target language "Where did you go yesterday?" Student B refers to the picture and replies in the target language "I went to the _____" filling in the blank with the destination indicated by the visual. The students then pass the photo to the next pair of students, as they receive a different picture from another pair of students. (Photos) may be passed from front to back in rows, or from left to right across the room--as long as the pattern is established in advance, and understood by the students to eliminate confusion.) When the students receive a different picture, student B then begins with the question, and student A responds with the answer. In this way, each partner has the chance to practice both asking questions, and giving answers.

This particular activity not only allows the students to practice the question/answer but also helps students to review vocabulary (for the "destinations") and to practice the newly introduced preterit tense of an irregular verb.

Michele Tavoletti
April 25, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Objective: Students will be able to develop communicative skills in the target language.

Micro-Skills: 1. To review vocabulary words. 2. To practice use of the preterit tense to ask and answer questions.

Procedures:

1. Review preterit tense of the verb "IR".
2. Put students into groups of two.
3. Distribute one photo (of a place) to each group of 2 people.
4. Have one student ask in the target language "Where did you go yesterday?"
5. The other student will answer the question in the target language using the visual as the cue for the answer.
6. When finished with one photo, the group passes it on to the next group and receives a different photo from another group.
7. The partners then switch question/answer roles with the new photo.
8. The activity continues until each group has used every photo.

For.Lan.-V/JOB82(2)
10/20/87

Sally Maichel Wiebe
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Prof. Roca's presentation explored and clarified a number of important methodologies and concluded that theory is best explained through action and demonstration. She suggested using an "eclectic" method which would integrate both structural and functional/notional activities. Using the suggestions based on her personal research of the Florida Hispanic community, I searched for an opportunity to maximize on authentic local resources from the French-speaking community. I used a video, "Cannes Ameres" taped from a television program in Haiti by one of my students and followed up with an article from Journal Francais D'Amerique (an authentic French newspaper published in the USA). My choice of activities was influenced by Omaggio's hypothesis 5 (handout) "Cultural understanding must be promoted in various ways so that students are prepared to understand, accept, and live harmoniously in the target language community." Roca's listing of Krashen's guidelines for teachers was also influential, particularly those suggesting that exposure to natural communication is necessary, the richer the exposure, the more rapid the learning, and the need for students to comprehend the content. The video included all of these elements. Students viewed actual conditions, heard live interviews with workers, politicians, and businessmen. They were able to effectively relate and were called upon to linguistically recount, describe, narrate, and formulate opinions. Structural activities were based on vocabulary use and expansion. Listening comprehension was a major objective as Prof. Roca suggested that listening is the most important skill chronologically in teaching - bombardment with information in the target language prepares students for speaking and develops good pronunciation.

Sally Maichel Wiebe
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

SUBJECT: French LEVEL: Advanced TOPIC: Life in Haiti

OBJECTIVE: Improve listening comprehension and broaden understanding of political, social, and economic conditions in Haiti.
Micro-Skills: 1) recognize French-speaking areas other than France, 2) contrast Creole with standard French, 3) respond to questions, formulate opinions, 4) compare slang/idiomatic expressions with standard French, 5) expand vocabulary through contextual inference

ADVANCED ORGANIZER: Play short portion of video depicting Haitian refugees on Hallendale Beach, FL. This portion is accompanied by musical lyrics "leurs rêves se réaliseraient, dans un pays étranger." Pose questions - who are these people, what are their dreams, why and how did they come?

Lesson:

1. View video. (Portions in Creole are sub-titled to allow contrast and comparison) "Canne Amère"
2. Divide into pairs. Complete the handout. Regroup for oral presentation of responses. (Prépare au moins deux réponses aux phrases suivantes: A) grandes villes en Haiti, B) des produits agricoles, C) des produits industriels, D) raisons pour l'investissement américain, E) présidents célèbres, F) causes de la condition économique, G) condition dans les domiciles et dans les usines)
3. Individual hand-out: Replace the slang expression with standard vocabulary. A) Je travaille de 4h du matin dans une boîte, B) Le patron dit "Au boulot", C) Ils gagnent une montagne de fric, D) Le gouvernement se fiche des ouvriers.
4. Display "business" terms on overhead: le chômage, la grève, l'impôt, le syndicat, undirigeant, licencier, la franchise douanière. Replay video portions - Guess meaning from context.
5. Homework follow-up: Read "L'EXIL DE BABY DOC" Journal Français D'Amérique. Prepare several phrases which express your attitude toward the following: A) Êtes-vous optimiste/pessimiste sur l'avenir en Haiti? B) Qu'este-ce que ca veut dire aux Haitiens "Pour changer, on doit lutter."?

For.Lan.-V/JOB83(2)
10/20/87

Joanne L. Bottinelli
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

This lesson plan activity uses the reality of life's occupations and careers because they are of prime interest to the student in regards to his educational development and job oriented goals. Not only will the discussion of the various positions available in the job market enhance the students' verbal communication, it will also be enlightening as to what is actually available to them as graduates in the real, but competitive, world.

The visual aids used by the teacher in her presentation of the occupation and career description, and then used also by the student volunteers, will serve to enhance the lesson by adding interest and tangible reinforcement of the subject matter being learned.

The students will discuss, listen, and speak in the target language while exploring the occupation/career topic. All three of these activities are necessary for successful communication in any language.

Joanne L. Bottinelli
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Pre-Activity: Discuss in class the characteristics and duties which are relevant to occupations and careers that the students are familiar with.

Objective: To develop the students' listening comprehension and verbal communication ability through spoken and visual activities dealing with people and their roles in life.

Procedure:

1. The teacher reads the description of an occupation or career. Visual aids such as pictures, drawings, actual items, etc. can be used to enhance the description...making it more real and more interesting for the student.

2. The students write down the name of the occupation or career which they think is being described. This activity continues until all of the principal occupations and careers have been covered. (Not more than ten, depending on the ability of the class.)

3. The teacher asks for volunteers to come in front of the class to describe each occupation or career which had been discussed in detail by the teacher. Each volunteer is to redescribe one occupation or career, using his own words, and utilizing the ample supply of visuals which the teacher had also used to enhance her own description.

4. The students in the "audience" may be permitted to ask questions of the volunteer, about the occupation or career he just described.

Post-Activities:

1. Each student is to create one occupation or career description using visuals, which he will present the following day in class.

2. The teacher and/or students will bring in Hispanic newspaper classified sections so that the employment want ads can be read and discussed.

3. The teacher assigns pairs of students to create an "occupation portrait" made up of magazine pictures, newspaper cutouts, photographs, or drawings. All traits and duties of the occupation being pictured are to be listed on the portrait. Each finished portrait can be presented and explained to the class and then displayed in the classroom.

For.Lan.-V/JOB84(2)
10/20/87

Judith Turner
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

I wasn't able to attend this session on communication skills as I was in Mexico communicating with native speakers for ten days. I was told by my fellow classmates that her lecture was about exactly that. Ms. Roca made a very good point about the availability of material in Spanish here in South Florida.

I am not a native speaker of Spanish, but my accent is very good. Still, I decided to use her idea of recording material by a native speaker. One of my students is from Puerto Rico. I asked her to record a listening exercise in Spanish at a normal rate of speed.

We had just completed the unit on sports. She recorded ten sentences describing different sports; equipment used, or time of year played. they had to decide which sport she was describing.

I was pleased to find that they understood her very well and because of their knowledge of the sports they were able to distinguish the sports very easily. I was amazed to see that some picked up the difference in our r's. Puerto Ricans pronounce it like an h. They were also very pleased with themselves for understanding her and now feel more confident about communication with native speakers outside the classroom.

For homework, as a follow-up, I asked them to listen to thirty minutes of TV or radio in the target language and take notes on what they understood. Some came back with funny and interesting notes from commercials which they shared with the class.

Judith Turner
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Objective: To accustom students to listening and understanding the target language spoken by a native speaker at a normal rate of speed.

Pre-Listening Activities: Students will have thoroughly studied Chapter 9 on sports and equipment used (in the target language.)

Procedure for Listening Activity: Using a tape made by one of the native-speaking students, give the students a ten question listening exercise. They are given information about a sport such as: the equipment used or what kind of weather it's played in. The student must write down the name of the sport identified (in the target language). Each will be repeated only once.
Examples:

1. Yo juego este deporte en el invierno. Necesito el nieve y el frío. Puedo hacerlo solo. ¿Qué es? esquiar
2. A mí me gusta jugar este deporte con muchos amigos. Tenemos dos equipos y usamos un balón y dos canastas. ¿Qué jugamos? básquetbol

Conclusion: Students will find that being knowledgeable about a subject and being accustomed to hearing a native speaker will help them to communicate in the target language outside the classroom.

Homework Follow-Up: Have students go home and listen to the TV or radio in target language for thirty minutes and take notes on what they understand.

For.Lan.-V/JOB85(2)
10/20/87

Joan Urbaniak
April 11, 1987

Developing Communicative Skills in the Foreign Languge Class III

The most effective way to learn a foreign language would be to immerse the student in the foreign culture whenever possible. Ideally we would encourage our students to live and travel abroad. But with the constraints of budget and time, foreign travel may not always be a possibility for our students. Ana Roca suggests we capitalize on the Hispanic culture that exists right here in South Florida. We have to go no farther than Miami to tap in to an authentic Hispanic experience.

I found, however, that my students didn't even have to go as far as Miami. In fact, they didn't even have to leave the 200 building at Boca High. We had merely to walk down the hall into the Spanish IV class, and, here were-real live Hispanics, Colombians, Nicaraguans, Spaniards.

They were preparing to present a skit which would be videotaped the following day. We invited them to share our classroom (Mi aula es su aula--or something like that) so we could watch, hear some authentic Spanish pronunciation, and observe non-verbals as well.

I prepared a worksheet to elicit factual information from my students so that they could gauge how effective their listening skills were. I also prepared a sheet listing observable non-verbal communication factors to help them focus their attention there as well.

I would like to promote more interaction among our students. With each meeting, the format could become less structured and more "authentic". Next stop, Miami. And then, who knows? The world.

For.Lan.-V/JOB86(1)
10/20/87

Joan Urbaniak
April 11, 1987

Developing Communicative Skills in the Foreign Languge Class III

Lesson Plan

Objective: To listen for general understanding.
To develop an awareness of the importance of non-verbals in the overall communication process.
To promote cross-cultural interaction.

Procedure: "Borrow" native speakers from an advanced Spanish or ESOL class.
Students watch live presentation of skit by native speakers.
Observe behaviors, manner of speech, style of dress, etc.
Students listen to script, using prepared handout to check accuracy of comprehension.
Teacher reviews responses with entire class.

Post-Listening Activity: Ask native speakers to deviate from "rehearsed" script. Try something extemporaneous. Class listens. Compares results of prepared script with extemporaneous and consequent expectations for what might happen in an authentic environment.

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HANDOUT

Check your comprehension:

1. ¿Qué quiere ver la señorita?
   a. el menú b. un carro que se llama "Camaro"
2. ¿Qué desea comer con la sopa, langosta, y biftec?
   a. unas espinacas b. una ensalada
3. ¿Qué clase de postre quiere comer?
   a. pasteles con helado y fruta b. flan con helado y fruta
4. ¿Qué dice el camarero que aceptan en el restaurante?
   a. cheques de viajeros b. tarjetas de crédito
5. ¿Por qué tiene que ir la señorita a la farmacia?
   a. necesita bicarbonato de soda y aspirinas b. tiene que cambiar dinero

Behavioral Observations (take notes):
Use of gestures.
Familiar or polite forms of verbs.
How much eye contact?
How were they dressed?
Rate of speech--fast, slow.
Did they stand close together?
Did they express emotion in their faces?
If they weren't speaking at all, could you tell they weren't American? Why do you think that?

For.Lan.-V/JOB86(2)
10/20/87

Margaret M. Kopp
April 11, 1987

Developing Communicative Skills in the Foreign Lanuguage Class III

Communicative skills concerning normal everyday occurrences need to be stressed in our classrooms. Dr. Ana Roca brought this point to bear very well during our last session. She is very interested and had practical ideas for all of us.

I have several menus with the items written both in Spanish and English. The students used the menus as models for the ones used at the 'tables". The exercise was fun. The students were rather hesitant, but most were good sports and enjoyed themselves.

Various classes from year to year plan "Spanish feasts." With the administrators assigning teachers 35-40 students per class it becomes increasingly difficult to do "fun" things in the classes--like authentic Spanish or Hispanic foods. However, we shall persevere.

Margaret M. Kopp
April 11, 1987

Developing Communicative Skills in the Foreign Lanuguage Class III

Lesson Plan

Objective: To communicate in Spanish in a restaurant setting

Pre-Activities: Work with food vocabulary, verbs used in ordering, and other miscellaneous vocabulary used in restaurants. Make menus in Spanish.

Procedure: This whole activity is a "let's pretend" situation. Arrange the classroom with four desks together as "tables." Make sure there is one waitress or waiter for each table. The "customers" order complete meals from appetizer to dessert from the Spanish menu. All dialogue is in Spanish.

The waiter/waitress greets the "guests' and gives them their menus. The guests then give their order, and the waiter/waitress writes everything on a pad. The order is served, the server asks if the food is satisfactory and the guests reply. The check is then requested, appropriate dialogue is exchanged, and the exercise is complete.

Post-Activities: A "real" meal may be planned with the class agreeing on the menu. Students could volunteer to prepare various items or bring in the necessary paper goods. Perhaps for extra credit or a project elaborate menus could be made and displayed on bulletin boards.

Dorothy Rudy
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Some important points made by Dr. Roca in Developing Communicative Skills in the Foreign Language Class were the availability and proximity of Hispanic culture in Miami, the local radio and TV stations in South Florida and the importance of meaningful language use through authentic exposure. I plan to incorporate these points by means of a final project made by my Spanish III students. I will tell them about the availability of this authentic material and hopefully they will use it in their filmstrip, slide or video cassette project.

While the students use the local material we have at hand, they will also incorporate all the language skills that they have practiced in class in this final project. In short, they will use authentic material and put this material into a meaningful project utilizing the target language.

Hopefully, this project will also allow the students to use their creative ability as well as their language ability. Many times we forget the "creative" aspect in language teaching and concentrate on the rules. Another goal of this project is to stimulate a sense of pride both in the student's ability to express himself in the foreign language and in his ability to create an original project.

For.Lang.-V/JOB88(1)
10/23/87

Dorothy Rudy
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Topic: Final Student Project

Duration of Time: Two weeks

Objectives:
1. To unite all student's skills (reading, writing, speaking, listening, cultural acquisition) learned throughout the year in a Spanish III class.
2. To perfect pronunciation and intonation.
3. To use correct grammar forms.
4. To express oneself in the target language.
5. To write a script using idiomatic expressions in target language.

Micro-Skills:
1. To test for listening comprehension by other students in class.
2. To budget time for a project.
3. To learn to work independently.
4. To learn effective note-taking by students listening to projects.

Materials: Teacher supplies cassette recorder, 35 mm filmstrip, plan sheet, filmstrip projector, TV, camera. Student supplies video cassettes and cassette tapes as well as film for slides.

Advance Organizer: Each student will be told about the project one week before topic is due. The project is to be a filmstrip, a video cassette or a slide and cassette presentation. The topic can concern anything on Spanish or Hispanic culture; for example, music, art, theatre, comics, soap operas, geography, literally anything dealing with Hispanic life in the target language.

Procedure: Students are given hand-outs with specific dates and instructions. The natural consequences of not handing in a particular section on time, is discussed. For example, if the project is not handed in on its due date, the student receives a zero. On the due date, the teacher collects all the projects and then the projects are shown by the students during the entire week. Grades are given at that time.

Post-Comprehension Activity: Students must take notes on the projects. A true/false test will be given to test if students have taken notes effectively.

Stretch Activity: Class discussion in the target language on the projects in general and how to improve on the projects during the following year.

For.Lan.-V/JOB88(2); 10/23/87

Student Handout for Final Project

Important Dates:

May 5 - Topic due on a 3 x 5 card.

May 7, 8, 11 - Work on script and filmstrip in class

May 18 - Final project is due at the beginning of the period.

Topic - You can choose a variety of topic on Spanish and Hispanic life, art, music, food, customs, geography, history, religion Indians, comics, soap operas, commercials, anything relating to idioms - in short, anything dealing with Hispanic life.

Materials: You can choose to do a (1) filmstrip and cassette or (2) slide presentation and cassette or (3) a video. I will supply the material for the filmstrip. You must supply your video tape, cassette tape and film for slides.

Procedure: Collect all information after topic is approved and bring information to class on May 7, 8 and 11. If you do not bring necessary data, you will be wasting time in class and you will have to work on your own time. During this time, work on script for cassette or video. I will help you with the grammar. You will work independently in class and receive a grade for class work and preparation.

Grading: This will count as two major test grades. You will be graded on (1) class work and preparation (2) pronunciation and presentation (reproduce all sounds of the speech system in a way as to be recognized by a native speaker; must be prepared to run the equipment properly, speak so all can hear and show organization). (3) and (4) grammar usage (grammatical forms, spelling, punctuation, vocabulary use, correct use of idiomatic structures). You will not be graded on artwork, but be neat.

Duration of project in class: 10 minutes per project.

Class presentation: You must be ready on the first presentation date (May 18). Everyone must hand in his project at this time. You must hand in the filmstrip and container, cassette, slides and cassette or the video cassette, the final copy of your script which must be typed or written in ink neatly on one side of the paper. Each frame or slide must be numbered to correspond with your filmstrip or slide.

Recording: I suggest recording your script on cassette tape. The total presentation will be smoother if you tape it. You may also use background music and sound effects. If you choose to read your script, practice several times! Be sure to test your tape after recording to make sure it is loud enough and that your music doesn't drown out your speaking.

Note: If you do not hand in your project on time, you will receive a "zero." Remember this project counts two major tests.

Directions for making a filmstrip:

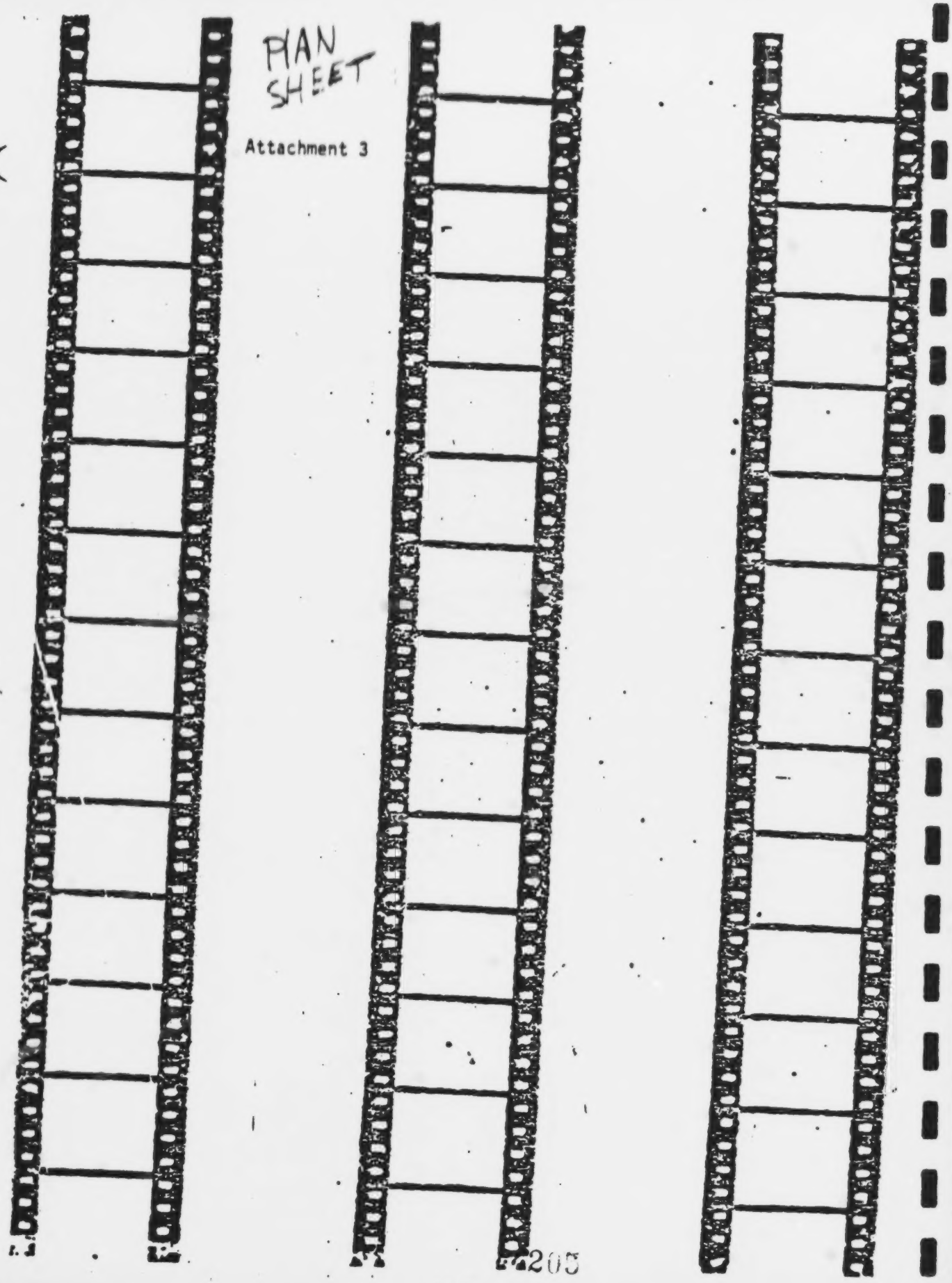
1. Work alone. Each student will need a minimum of 40 frames not counting the leader, the credit and "El Fin."
2. Organize your ideas before beginning. You will be writing your rough draft in class only everyday on May 7, 8 and 11. I will check your work in class everyday. If you are absent, you will need to do your work on your own time. Be original! Be creative!
3. Plan sheet information:
   a. You will be given only two plan sheets. Use them with care as you will copy your filmstrip from them.
   b. Draw in pencil.
   c. Leave 5 frames for the "leader" at the beginning of the filmstrip.
   d. Include a focus (enfoque) frame.
   e. List the title and tell who the producer is -- you, of course!
4. Filmstrip information:
   a. I will provide pens for drawing in class. They may not be checked out so work efficiently in class.
   b. Although you will not be graded on art work, make your drawings neat and simple. Your filmstrip will look better if you outline each frame in black. Light colors are good for filling in background.
   c. When rolling your filmstrip, start at the bottom and keep the blank side out to avoid smearing.
   d. You will be given a container to store your filmstrip.

If you have any questions, ask!

¡MUY BUENA SUERTE!

PLAN SHEET

Attachment 3



Lynette A. Harville
April 11, 1987

Developing Communicate Skills in the Foreign Language Class III

Nuestros Amigos Chapter 23 Bienvenidos a Puerto Rico!

Students must be motivated in the foreign language classroom to develop communicative skills. Open ended questions initiate oral communication. This type of questioning allows the student to interact with the teacher and with other students. Oral communication is also encouraged by beginning in English and changing to Spanish. At the beginning of Chapter 13, I initiated interaction by asking open ended questions concerning Puerto Rico in order for students to begin the association of new material through their existing repertoire. The students were able to respond successfully to all the questions asked. As the second part of the chapter introduction, I read in Spanish a short paragraph of factual information to the class. I reread the paragraph, stopping after each sentence to check for comprehension. By accepting any answer to my questions that insured comprehension, the students were given another opportunity for successful communication in the target language. The student is also aware that he can communicate in the target language without complete comprehension.

For.Lan.-V/JOB89(1)
10/23/87

Lynette A. Harville
April 11, 1987

Developing Communicate Skills in the Foreign Language Class III

Lesson Plan

Nuestros Amigos Chapter 23 Bienvenidos a Puerto Rico!

1. Ask open-ended questions concerning Puerto Rico
   a. Do you know any Puerto Ricans?
   b. Have you eaten Puerto Rican food before?
   c. What and where?
   d. Do you know any famous Puerto Ricans?
   e. Where is Puerto Rico located

2. Read in Spanish a short paragraph of factual information about Puerto Rico.

3. Reread paragraph, stopping after each sentence.

4. Ask questions to check comprehension.

5. Accept short answers that show comprehension.

For.Lan.-V/JOB89(2)
10/23/87

Joy Bozicevic
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

The concept from the session that I wanted to develop in my lesson was the need to maximize exposure to real language messages, using fewer artificial questions.

In teaching lesson 9 in Nos Amis, the students learn clothing items, and it's a good time to review colors and descriptive adjectives. I wanted to plan activities that would be more real, beyond the "What color is your shirt," a question that would seldom be asked. Since students are generally very interested in clothes, theirs and others', I felt that this concern should be exploited in several activities. By choosing several situations, most students will find at least one that they can relate to. The students will not only prepare their descriptions, but also listen to others. This should improve their listening comprehension as well as their ability to verbalize meaningful descriptions.

For.Lan.-V/JOB90(1)
10/23/87

Joy Bozicevic
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Objective: To incorporate learned vocabulary to express personal concerns

Correlation: Lesson 9 Nos Amis

Teaching Activity: Display a picture (picture A) in front of the class for 30 seconds (more or less). Remove the picture, then have the students react to the following situation.

The man you just saw was robbing your house and ran away when you entered the house. You did observe what he was wearing. Describe him to the police officer.

This can be done as a class, but I prefer to have the students in groups of two. One student is the witness, the other is the police officer who records the description. The police officers compare their descriptions, listing them on the board. Then the picture is shown again and the description verified.

On subsequent days, the activity may be repeated with the following situations:

Picture B--a couple dressed for the prom. Describe your date.

Picture C--an interesting new student in your class that you'd like to meet.

Picture D--a rock star in a concert appearance or a video

For homework, students should bring in a picture of someone whose clothing they can describe. It may be a picture of themselves in a favorite outfit (or one they'd no longer be caught dead in), a magazine picture, a picture of a historical personality, etc. Students can read a description and the class can guess which picture is being described.

Fatima Hicks
April 11, 1987

Developing Communicative Skills in the Foreign Language Classes III

This follow-up session on developing communicative skills in the foreign language classes provided us with a list of some of the resources available in the south Florida area. Miss Roca recommended that natural, authentic language be used for the purpose of listening comprehension. She emphasized that pauses for comprehension check should be made often during the listening activity. She further mentioned that there should be concern for linguistic accuracy but that the teacher should expect errors and should not focus on them.

Miss Roca also noted that students should be encouraged to express their own thoughts as early as possible through active communicative interaction with other students and the instructor. The activities planned for this purpose should carry out a range of functions and exhibit cultural sensitivity.

She also highlighted the importance of cognates and encourage that a conscious effort be made to include activities for their study.

She provided us with several examples of listening comprehension activities dealing with identification, discrimination and translation.

The lesson I chose to implement what I learned through this workshop focused on listening for identification.

The class started with a game of concentration based on cognates of professions. A review of the homework, which was to make a flashcard illustrating their parents professions, followed. The students then completed a detective game which involved professions of important Hispanic figures. They then listened to a lecture on the professional life of a famous Hispanic. Pauses for comprehension were made often. The homework was to write a description on a profession. This assignment was used the next day as a listening comprehension activity. The students read their descriptions and the rest of the class had an opportunity to guess the profession being described.

Fatima Hicks
April 11, 1987

Developing Communicative Skills in the Foreign Language Classes III

Lesson Plan

Title of Lesson: Las Profesiones

Performance Objective: 1.01 respond correctly to oral questions demonstrating comprehension of short narratives.
8.01 demonstrate an understanding of the professional contributions and accomplishments of Hispanics.

Micro-Skill: to write a description on a profession to answer comprehension questions

Material Needed: Cognate Concentration Game on Professions, Detective game on famous Hispanic professionals, notes for lecture on the profession of a famous Hispanic.

Methodology:

Warm-Up Activity: Students will match, using sets of index cards, the cognates dealing with professions.

Introduce vocabulary on professions using the flashcards made by the students for homework.

Class participates in Detective Game for famous Hispanic professionals. They are given different versions of questions and answers based on the topic indicated. The students walk around the room inquiring of each other in order to obtain as many answers to their questions as possible in the given seven minutes.

Lecture on the profession of a famous Hispanic figure. Students will take notes, and pauses will be made for comprehension checks.

Homework: Write a description of a given profession, perhaps what will be your chosen profession. Be prepared to read it aloud in class tomorrow.

Follow-Up Activity: The descriptions written for homework will be read aloud and the students will have the opportunity to obtain extra points by guessing the professions being described.

For.Lan.-V/JOB91(2)
10/23/87

Margarita Bello Jiménez
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Of the many interesting points presented in this workshop, three stand out, because they confirm premises that I have long held and which are based on practical observations in the classroom.

The first one deals with the realistic and attainable level of proficiency which can be expected after a given period of time, taking into account varying factors of student aptitude, background, and effort.

After two years of high school Spanish, even the most motivated student, with superior aptitude, putting the greatest effort into the course, would achieve only a 1+ level, or perhaps a 2, in the Foreign Service Institute ratings. What unmotivated lower achievers could accomplish may be too painful to consider.

The second point concerns the methodology used in the class. According to Terrell, research has not shown any one method or strategy to be superior to another when the performance of students was measured. This is not to say that we should throw up our hands and give up, which brings us to the third point.

If no one approach is superior to another, then perhaps the best approach is an ecclectic one, which would combine elements from different methodologies which prove successful for a given teacher, at a given time with a given class.

By keeping in mind realistic proficiency goals, which do not frustrate the students, and interrelating various approaches in our teaching methods we can best accomplish the task ahead of us.

For.Lan.-V/JOB92(1)
10/23/87

Margarita Bello Jiménez
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Topic: Integrating diverse methods

Level: Spanish I

Correlate to: Nuestros Amigos, Unit 10, "Un fin de semana"

Objectives: Students will express on-going actions (present progressive)

Advance Organizer: Brainstorm, listing on board all actions in a teenager's "typical day. Use present tense -ar, -er, and -ir verbs.

Teaching method:

- Have students make short sentences using verbs listed on the board (oral communication)
- Student volunteers write these sentences on the board as they are called out, leaving space between them, (written practice)
- Next volunteers silently act out these sentences to the class, (physical response)
- At the same time, teacher says and writes on the board the present progressive form of the verb next to the present tense, (listening/reading)
- After all actions have been acted out and all present progressive forms written on the board, teacher will explain the grammar point and allow time for questions, (grammar)
- Teacher will allow time for pattern drills, (audiolingual)
- Students will be assigned to bring in three large magazine pictures illustrating three actions and write a sentence for each, using the present progressive form, (visuals/writing)
- Pictures may be used the following day for partner practice in class, (oral communication)

For.Lan.-V/JOB92(2)
10/23/87

Nicole Gumbrill
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Miss Ana Roca reviewed with us the methods and techniques for building oral proficiency at all levels of instruction.

The main point she got across was that we teachers should use as often as possible the authentic and natural materials that are available not only through the use of a video, but a trip to Miami for the Spanish students and also native speakers as guests in the classroom. The more the foreign language student is exposed to the real language, the better they will handle a conversation if they take a trip abroad. Our duty as teachers is to expose the student to the language in situational settings through creative language use. There should be definite functions in the content and the context. We must recycle the material for the students to assimilate it. The more exposure to the natural language communication, the more rapid will be the understanding and learning. The atmosphere in the classroom should be relaxed so that the student feels comfortable to communicate without being corrected every time he makes a mistake.

This is exactly what I tried to apply with my French students. In chapter VIII, they were introduced to the different foods and the shops where one can purchase those foods. They quickly identified with the material and were quick at saying what they liked or did not like. They were amazed at the differences such as the shape of a European cucumber. They were able not only to see but also touch and taste different fruits, pate, etc.--- Not only did they practice the vocabulary but they reviewed the verb aimer and the positive and negative formation of a sentence. Then I showed them slides of French stores such as La Boulangerie, La Boucherie, etc.--- We worked on matching the shops and the foods.

The next step was to find out what was their favorite meal. The student had to write down their own menus. They were paired. One student would say where the other could purchase what he chose, and the other would guess at the food his partner might have chosen.

Finally I gave them a photo-copy of a French menu from an authentic restaurant to show them how different are the meals and the different steps we follow such as 1. hors-d'oeuvre, 2. plat principal, 3. salade, 4. fromege, 5. dessert.

With this new idea in mind, they had to rebuild their menu French style. We made believe I was the "garcon" and they would ask me in French what they really wanted to eat.

By making concrete references, the students were able to show the social interactions that they were most interested in.

For.Lan.-VI/JOB93(1)
10/23/87

Nicole Gumbrill
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Day I	Objective:	Introduce different foods in French. Students are able to smell, touch, taste and identify fruits, vegetables, pate brought into class.
	Activity:	Teacher points out to a certain food and ask students questions such as: T: Vous aimez les pommes? S: Oui, j'aime les pommes. Non, je n'aime pas les pommes.
Day II	Objectives:	Introduce the stores where such foods are bought. Recycling foods names.
	Activity:	Show slides on different French stores such as La Boulangerie, La Boucherie, etc.--- Students see as well the food that is shown in store windows. They are able orally to match food and store.
Day III	Objective:	Recycling food and food stores.
	Activity:	Follow with written exercises in the form of a multiple choice. Ex: En France on achete le pain: 1. a la boucherie 2. a la boulangerie 3. a l'epicerie
Day IV	Objective:	To have each student write their own menu as they eat at home - something very familiar.
	Activity:	Students are paired. Student I will tell student II where he can buy one of his choices. Student II will guess what it could be and vice versa.
Day V	Objective;	Point out different meal courses on a authentic French menu. 1. hors-d'oeuvre, 2. plat principal, 3. salade, 4. fromage, 5. dessert.
	Activity:	Teacher is the "garcon" and asks students to ask what they would like in the French order.

For.Lan.-VI/JOB93(2)
10/23/87

Joyce L. French
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Dr. Ana Roca's session on ways to build oral proficiency caused me to examine the learning versus acquisition of the target language (L2). Given that we all acknowledge that a classroom setting is certainly not the ideal situation in which to build oral proficiency, we need to provide ways to maximize the group setting to approximate the "real world." The Basic Grammar Workbook that I utilize in my Spanish IV class has proven to work well and be an excellent motivator for conversation. The situations presented in the workbook have the for the most part been presented in the students' previous three years or in real life for the native speakers that normally make up half of the class. (Our school has no provisions specifically set up for native speakers. Most have ended up in Spanish IV and then Spanish AP. They add immeasurably to the quality and authenticity of the conversations).

On our conversation days, after each grammar unit in the textbook, which occur approximately each week and a half - the entire period is devoted to informal conversation and discussion as much as possible in the target language. I do a minimum of error corrections (most of the students correct themselves) and I emphasize trying and grade for participation only. Turning our normally rigid rows of seats into a circle symbolizes the informal conversational atmosphere that I want to create to begin to attempt to approximate acquisition instead of formal "learning." The motivational idea that the students are acting/playing a part in a story has helped some of the shy students open up and contribute to the discussions. Grammar concepts that come up in use in the conversations (like the subjunctive) show the students how their learning is put to use in real speech.

For.Lan.-VI/JOB94(1)
10/23/87

Joyce L. French
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

Performance Objective: At the end of a class period, each student will demonstrate and practice his/her oral proficiency through the use of workbook situational exercises for conversation.

Introduction: Students in an advanced class are organized into a circle and brainstorm words and ideas related to topic of chapter (I use the Palm Beach County adopted Basic Grammar Workbook that the students tell me that they like and seem highly motivated each time we use it).

Activities:
1. Students read (with feeling and at times a bit of "acting") the introductory dialog that presents a real-life situation.
2. A study of cognates follows and a vocabulary list. We review new words and pronunciation.
3. A short section of Grammatical Structure Exercises - 15 maximum- follows. I ask a student to explain the concept reviewed and go around the circle each student taking a question to answer.
4. A question and answer section related to the introductory dialog follows to spark discussion.
5. The favorite section - 'A Picture is Worth 1000 Words" with pictures dramatizing the theme and questions usually sparks creativity and laughter.
6. If time allows Situational Exercises and Class Activity sections are reenacted.

Note: Sample topics presented in the workbook are:

Traveling	Checking into a Hotel
Birthday	Emergency Room
Travel Agency	Looking for an Apartment
Hair Salon	Going to the Bank
Shopping	

Margaret L. Kroening
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Dr. Roca, in her seminar on developing communicative skills in the foreign language classroom, used several examples by Dr. S. Krashen. I heard Dr. Krashen speak at the SCOLT/FFLA Conference in Orlando last October. I was so impressed with what he had to say, I nearly missed my French luncheon because I had to hear more. I am a reader and he was stressing reading--eventually to be done in the target language. It was a concept that I had never considered before. However, the more I considered what he had to say, the more sense it made. He has convinced me.

The focal point of Dr. Krashen's speech was the students learn a language (their own or another) better, faster and more easily if they have ample opportunity to read <u>for pleasure</u>. This was only one of many, many new (and not-so-new) ideas I have encountered in the past six months. So many of these ideas are wonderful. I hope someday to be able to figure out how to incorporate them all into my French classes.

At any rate, I am working on attaining a "pleasurable" reading' library for use in my French classes. I immediately went to our librarians to ask their aid (i.e., funds). Wonderful. From them I have received four Snoopy books, four Garfield books, 4 Petit Nicolas books, a subscription to <u>Selections de Reader's Digest</u>. I am lucky to have such generous librarians. In addition, I have subscribed to L'Express and whenever I go where French paperbacks are on sale for a dollar or two, I always pick up a couple.

I still don't have <u>enough</u> reading materials, particularly for the lower levels, but I'm getting there. At this rate, I will feel I have enough in four or five years. However, these materials are out in the room for my students to peruse at will.

Margaret L. Kroening
April 11, 1987

Developing Communicative Skills in the Foreign Language Class III

Lesson Plan

There is not much to say for this "lesson plan." What I will try to do is for the first 10 minutes of class at least three days a week have my students choose a book or magazine which they will enjoy and read while I first do my paperwork and then steal five minutes for myself to read.

The rules to this "game" are simple;

1. Students must have their books and be in their seats when the tardy bell rings.

2. The books, magazines, etc. must be in French.

3. Students are not to look up words in the dictionary; rather they are to try to discern meanings from contextual clues.

4. Students must stop reading on command. (This is the one rule I hope to eventually have difficulty with.)

5. Students will receive a grade for participating in this activity each day they read.

By the time I get back to school next year, I hope to have enough materials to implement this program in even my biggest classes. If not, I will be reduced to Xeroxing articles, etc., that may interest my students. Eventually, I intend to hook them on all reading.

SESSION VII

Developing Communicative Skills in the Foreign Language Class III

"Syllabus Design for Interactive Learning"

Dr. Frank Medley, Jr.
University of South Carolina, Columbia

This session will be devoted to the formulation of goals in terms of the functional language ability of the students. Several approaches to course planning will be discussed, and the question of articulation--both within the secondary program and between the secondary and post-secondary levels--will be considered. Finally, the group will discuss the implications that these approaches to program planning have for textbook selection, materials development, classroom organization and instruction.

Carolyn C. Walters
April 25, 1987

Syllabus Design for Interactive Learning

The object of this session was to identify the thematic areas of the textbook which included the grammar covered in each area. We worked directly with our own textbooks and workbooks.

We found the books to be grammatically oriented using the presented vocabulary to illustrate the use of the grammar. The activities' goal was to learn the forms, but there were little or no printed activities which would allow the student to create in the target language.

During the session we identified uses of the native language in listening, writing and reading. We then went to the textbook, lesson 11, Nuestros Amigos, and discussed first what we wanted the students to be able to do in this chapter, and secondly developed activities to bring about that end.

One of those was to be able to say where the person was going and how he or she got there. I adapted Barbara Snyder's idea of diagramming.

The students first had to invent their own sentences mixing and matching the "wheres" and "hows." They wrote these sentences down. Then the students had to read their sentences to a partner who in turn had to listen for comprehension. They had to draw lines from the subject, to the place and then to how they got there. The object was to have the lines drawn match the original sentences. When both read their sentences to each other, the students compared papers to see if their papers were correct.

Afterwards, with a partner, they each said two or three places they really went and how they got there.

They moved from manipulating form to real communication.

For.Lan.-VII/JOB113(1)
10/25/87

Carolyn C. Walters
April 25, 1987

Syllabus Design for Interactive Learning

Lesson plan

Objective: To practice vocabulary and preterite verbs while building conversational skills
To be able to communicate destination and mode of transportation.
To be able to listen for understanding.

Procedure: Introduce students to destinations (market, zoo) and modes of transportation (bus, Motorcycle) through use of visuals on the overhead projector.

When students are comfortable with vocabulary, hand out diagram.

Have students write their own sentences mixing and matching where and how the people go. When finished, in partner practice, they are to read these sentences and draw lines from the subject, to the location, and then to the mode of transportation. Compare papers when finished.

Post-Activity: Have students indicate two or three places they really went yesterday and how they got there.

For.Lan.-VII/JOB113(2)
10/25/87

Dorothy Rudy
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

One very important point that I learned from Frank Medley was to adapt a chapter in my text and modify it in such a way as it would be both creative and beneficial to the class. In his six step method, I was able to adapt Chapter 9 of Salsa y Salero to my teaching method and to add my authentic materials. His six steps consisted of the following:

1. Select a chapter (Chapter 9 of Salsa y Salero in my case.)
2. Identify a general goal (one skill or interactive activity). In this case, I chose to have students write a business letter in a business format with stand salutations.
3. Identify thematic area. In my case this was writing business and friendly letters.
4. Select essential (new) grammar. I chose possessive adjectives and pronouns and comparatives and superlatives.
5. Analyze existing activities. In my case the existing activities were adequate.
6. Modify or create one activity. I had my students actually write business letters to a Spanish-speaking company or business asking for a job or information. The students were to bring into class the letters that they had received and a discussion was to follow.

The one new activity that I modified from the text was to have my students actually write a business letter and await a response. The students used the classified ads section from El Miami Herald as well as the yellow pages from a telephone directory from Santander, Spain. The students were to bring in the letters, which were authentic, to class and a general discussion would follow. Copies of the letters will be distributed to the entire class. The students will then have a discussion analyzing the format and language of the business letters. The students will make a comparison of a business letter and a friendly letter.

For.Lan.-VII/JOB114(1)
10/25/87

Dorothy Rudy
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Objectives: 1. To write to a Spanish-speaking company to ask for a job or information in the target language.
2. To be able to read classified ads in the target language.
3. To have students write a formal business letter in the target language.
4. To develop a familiarity in students with authentic material.

Micro-Skills: To teach the format of a business letter and to demonstrate the difference between a friendly and a business letter.

Advance Organizer: Discuss the appropriateness of a business letter (Review Chapter 9 in Salsa y Salero, "El mundo está loco, loco, loco). Ask students when they might write business letters and to whom- example, summer job or information for a project or term paper. Determine the letter's usefulness.

Teaching Procedure: Read text and enact text, pages 151-152. Discuss the content and format of a business letter versus a friendly letter. The students will compare their friendly letter from their pen pals with an example of a formal business letter distributed in class. A discussion follows. For an assignment, the students are to answer a classified ad (from El Miami Herald) or they are to ask for information using a telephone directory (yellow pages) from Spain. On the following day, the students will bring the letters to class and send them from the school post office.

Post-Listening Activity: When the students receive the responses from their business letters, they are to bring them to class and compare their letters. All the letters will be reproduced and the students will have on hand a variety of different formats. Some students who will be studying abroad and who have received business letters from the schools will be using the vital information from their business letters. The other students will be encouraged by their responses.

****

Prueba

Direcciones: Lea Vd. el siguiente anuncio clasificado. Conteste Vd. las preguntas. Escriba "F" si la oración está falsa y "V" si la oración está verdadera.

Empresa Litográfica Importante Solicita
Jefe de Producción
para departamento offset con conocimientos de envases plegadizos. Experiencia. Referencia. Entrevistas confidenciales lunes a viernes 12-14 horas. Candelaria 84, Col Merced Balbuena

1. El anuncio dice que están buscando un empleado de producción.

Sally Morris
April 25, 1987

Developing Communicative Skills in the Foreign Languge Class IV

Dr. Medley emphasized grammar as a tool to hook into meaningful communication. Too often we foreign language teachers have been known to divide up a unit in terms of grammatical context. This workshop and the previous combined workshops have given me a new perspective on foreign language instruction. I do look at a new unit in terms of activities that will lead to meaningful communication, particularly between the students.

During the workshop, we worked in pairs to set up the next teaching unit in our textbooks in terms of activities using the grammar. Unit 22 in UNSERE FREUNDE (German II) lends itself to skits, because it is a transportation unit. We designed skits about purchasing a ticket in a train station, plus sightseeing in Munich.

However, for my lesson plan from the session, I decided on a group activity utilizing a zoo picture plus the three tenses we have covered in Spanish I: present, present progressive, and future. The students reinforced their grammatical form by describing the picture in the three tenses with terms they really needed to communicate their thoughts. Details follow in the lesson plan.

For.Lan.-VII/JOB115(1)
10/25/87

Sally Morris
April 25, 1987

Developing Communicative Skills in the Foreign Languge Class IV

Lesson Plan

Lesson Plan: Spanish I Unit 10 NUESTROS AMIGOS

Objectives:
1. Students will describe a zoo picture in the target language in a brainstorming series of words and/or phrases.
2. Students will describe activities in the zoo picture in the present, present progressive, and future tenses.

Prior to the above activity, the class had studied the present, present progressive, and future tenses separately, so that they were ready to integrate their learning.

Student's divide themselves up into groups of about three. Each group was given the same picture of a zoo scene with lots of activity displayed. First, each group brainstormed at least twelve terms in Spanish that described the objects in the picture. I gave them a few unfamiliar animals' names on the chalkboard. One person in each group was elected secretary and wrote for the rest of the group.

After they had compiled their list of terms, they described what was happening in the picture as well as what they thought would happen in the near future. They summarized their conversation with at least three sentences in the present, present progressive, and future tenses.

Post-Activity: I combined the best sentences of all the groups to formulate a composition about the zoo. In so doing, the creative students were able to communicate their thoughts to the whole class in concrete, often humorous descriptions. The average student could recognize his contribution, also, without feeling embarrassed about speaking in front of the whole class.

Barbara R. Griffin
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

This workshop like many others emphasized the need for more listening comprehension and speaking in the target language. It also emphasized the need to use authentic and realistic situations. Situations which are meaningful to the students.

Along with the above, this workshop also emphasized the need to identify a thematic topic, grammar and the existing activities from the textbook and to make these activities more meaningful.

Looking at Chapter 11 of Nuestros Amigos, the thematic topic was keeping a diary using the preterit tense and distinguishing between present and preterit.

The activities were to substitute verbs from present to preterit and to talk about what the students did on a given day.

To make these activities more meaningful, I had them make a diary which included activities that they did in their past, illustrated with pictures.

For.Lan.-VI/JOB116(1)
10/25/87

Barbara R. Griffin
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Title of Lesson:	Madrid
Objective:	6.00 Write personal data and simple biographical information.
Micro-Skills:	To read a diary entry about activities that they did.
Materials Needed:	Diary in the target language with illustrations.
Lesson Plans:	Advanced Organizer - Students will review preterit tense and discuss verbs that could express activities such as; estudiar, trabajar, hablar, etc. Students will make a diary of activities done in the past. These activities will be illustrated by using pictures from magazines or their own drawings; dates and time of day is encouraged but not enforced. Follow-Up - Students will read their diaries to the class as they show their illustrations. Discussion will be opened for those students that would like to ask questions in reference to any of the diaries in the target language.

For.Lan.-VII/JOB116(2)
10/25/87

Fatima Hicks
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

This workshop emphasized the necessity of: stating goals in terms of what a student can do with the language, using authentic and realistic situations and materials, reintroducing in a different context material previously covered.

It proposed designing the curriculum from the core out by analyzing, the essential grammar and thematic topics which students might encounter with most frequency in the target culture.

In order to implement the principles learned during this workshop I chose to start by analyzing Chapter 23 of Nuestros Amigos in terms of establishing a general goal, of identifying a thematic-functional topic, of recognizing the essential grammar and of scrutinizing the existing textbook activities in order to determine how efficiently they would be used in accomplishing the general goal.

I identified as a general goal that the students would be able to read a travel brochure in the target language and make a selection of a trip destination based on the extraction of basic information pertaining to cost, itineraries, and travelers' responsibilities.

The essential grammar was identified as being able to understand and give commands within a travelogue context, and recognize the descriptive adjectives.

Activities included the use of maps in following directions, the use of travel brochures in writing a travelogue context, and recognizing the descriptive adjectives.

Activities included the use of maps in following directions, the use of travel brochures in writing a travel journal, and the identification of locations visited by classmates based on the descriptions read aloud from the students' individual journals.

For.Lan.-VII/JOB117(1)
10/25/87

Fatima Hicks
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Title of Lesson: Un Viaje

Performance Objective: 1.02 Ask for and give directions.
1.03 Describe objects, people, actions and personal activities.

Micro-Skills: to write a travel journal describing places visited.
to recognize places visited by others based on oral descriptions.

Materials Needed: Travel brochures in the target language, travelogue film or filmstrip.

Methodology:

Advanced Organizer: Students will view film and discuss it, the discussion will also include the students' personal travel experiences.

Review adjectives frequently used in travel brochures. Students will describe magazine pictures using the adjectives being studied.

Introduce commands frequently used in travel brochures and have the class do a "Total Body Response" activity using the commands.

Students will read a travel brochure and be ready to answer their partners questions concerning the information which the brochure includes. Questions will include the use of maps, itineraries and descriptions.

Students will make a selection of a travel destination based on the information obtained from their partner and will receive a travel brochure for that destination.

For homework the students will write an imaginary travelogue which they may choose to illustrate from magazine or brochure pictures.

Follow-Up or Expanding Activity: Students will read their descriptions of the places they visited and their classmates will attempt to guess the country being described based on the comprehension of the oral presentation.

For.Lan.-VII/JOB117(2)
10/25/87

Sally Maichel Weibe
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Professor Medley's seminar on syllabus design for interactive learning encouraged us to explore and articulate motivations, goals, and methods relating to the four skill areas. He suggested the following approach to lesson plan development: (1) Select a chapter, (2) Identify thematic area, (3) Select essential grammar, (4) Analyze existing activities, (5) Modify or create one activity. Using this procedure on a chapter or thematic basis, one progressively develops a comprehensive course syllabus, geared to obtainable goals and supported by activities that have been tried and found effective.

I also found the following summary statements pertinent to lesson plan/syllabus design and selection of appropriate activities.

1. Proficiency-based curriculum have real-life tasks at the center. "Proficiency is the ability to use language to communicate meaningful information in oral and written form in planned and spontaneous interaction, acceptable and appropriate to educated native speakers."

2. The goal is to move from predetermined to spontaneous responses, encouraging creativity, a desire to communicate, a willingness to "guess" and practice "trial and error."

3. Reception precedes production. Bombard students with "authentic" target language. Increase listening activities and let oral skills emerge, recognizing that listening ins both interactive and non-interactive.

4. Avoid the Arpege Syndrome: "Promise her anything but give her grammar." Teach language first and <u>some</u> grammar rules subsequently. Teach some grammar as simple lexical items.

Sally Maichel Weibe
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Subject: French Level: Novice High Theme: Survival Skills

Topic: Lost and Found Office

General Objectives: Listening and Speaking

Micro-Skills: (1) to ask and respond to simple questions in past tense, (2) to describe objects, (3) to indicate locations, (4) to express emotion

Advanced Organizer: "Pressure Cooker" (1) In one minute, name as many objects as possible that are commonly lost, (2) Name adjectives that describe color, size, appearance of objects, (3) Name places where objects are commonly lost.

Activities:

1. listen to taped dialog "Au Bureau des objets trouvés"
2. Respond to questions posed in passe compose based on dialog: (1) Qui a perdu l'objet? (2) Quand a-t-il perdu l'objet? (3) Où a-t-il perdu l'objet? (4) Comment a-t-il perdu l'objet? (5) Quel objet a-t-il perdu?
   Control: one verb/one subject - Passé Composé w/avoir
3. Group Activity: Variation of "Find Your Twin."
   Purpose: Match up with person who has found your lost object.
   One-half class given descriptive paragraph of lost object/one-half class given description of found object.
   Ex.: Mardi passé, vers 8h du matin, j'ai perdu un parapluie bleu que j'ai laisse dans le metro parce que j'étais pressé. (Variables are underlined).
4. Review of Rejoinders: Teacher reads statement/class response. Ex.: J'ai perdu mon chat - Quel dommage! J'ai trouvé mon portefeuille - Quelle chance!
5. Overhead activity with dehydrated sentences. Ex.: Je/perdre/livre/jardin, (2) Il/laisser/billet/gare, (3) Nous/laisser/valise/voiture, (4) Elle/chercer/sac/chambre

Expansion activity: Prepare a written "petite annonce" for the newspaper. Exchange and present orally other student's ad. Begin: "Quelqu'un a perdu....."

For.Lan.-VII/JOB118(2)
10/25/87

Ilissa T. Solomon
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

The lecturer discussed ways to improve the proficiency of students in the foreign language classroom. Proficiency was defined as "the ability to use a language (orally and in writing) to communicate meaningful information in both planned and spontaneous interaction in a manner acceptable and appropriate to educated speakers of the native language." Because proficiency is a process rather than a goal (no one is ever 100% proficient in any language; we all demonstrate different levels of proficiency) teachers should work towards raising the ability level of each student.

Proficiency is itself composed of various parts of language development that includes (but is not limited to) vocabulary and grammar. Because the study of pronunciation, non-linguistic and socio-linguistic cultural elements are also a part of proficiency development, the lesson plan should not teach only grammar and vocabulary but should also include exercises and activities that improve the students' pronunciation and their cultural awareness.

The speaker explained how to set up a unit or chapter while emphasizing themes or topics instead of grammar. You should identify your goal and thematic area (i.e., subject of culture or communication function) and create grammar exercises that can support the topic as a means to an end, not just as an end in itself.

The modification of the teaching of the Chapter 11 unit on Madrid to emphasize Madrid instead of the preterit tense will be done as part of a lesson plan.

For.Lan.-VII/JOB119(1)
10/25/87

Ilissa T. Solomon
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

This lesson plan presents not one day's work, but a design for revamping Unit 11's presentation of Madrid and the preterit tense. It is therefore a summary of approximately three weeks of work.

I-SELECT A CHAPTER-Unit 11, Madrid

II-IDENTIFY A GENERAL GOAL-to be able to write complete sentences in the preterit past tense.

III-IDENTIFY A THEMATIC AREA-introduce students to some of the culture and important landmarks of Madrid, stressing the fact that this is their first time to read about peninsula Spain vs. Latin America. Give some examples of Spanish influences in Latin America, such as language, food, politics.

IV-SELECT ESSENTIAL GRAMMAR-the preterit of AR verbs, the preterit of two irregular verbs. The direct object and the personal "a" will be very de-emphasized, as the personal "a" was already introduced and the direct object is treated extensively in Spanish II.

V-ANALYZE EXISTING ACTIVITIES-The readings are entries of a girl's diary as she travels through Spain. The book exercises are mostly grammar drills teaching the preterit tense. They are in a question and answer and fill in the blank format. Although they give repetition and practice, they do not hold the students' attention (not to mention the teacher's) and do not provide any cultural awareness.

VI-MODIFY/CREATE ONE ACTIVITY-There is a drill exercise that asks "Does (somebody) go (somewhere)?" and students are to answer "No, he (she, you, they) went last night." This is to practice the various conjugations of the verb "ir." Instead of rotely repeating the same sentence with word substitutions, I will have students write sentences (using the preterit of "ir") but telling me all the landmarks of Spain that they (their parents, friends, relatives) went to. In most cases, these will be made up sentences, unless a student has been to Spain. This exercise will not only personalize the words and places for the students and make them feel more creative, but will also give them practice with cultural aspects of the chapter while they are unwittingly using the preterit of "ir." It will bring Madrid to Ft. Lauderdale.

For.Lan.-VII/JOB119(2)
10/25/87

Margarita B. Jiménez
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Dr. Medley's presentation reinforces the importance of putting second language learning in perspective by comparing "instructional hours" for the young child up to the age of 6 learning his own language and for the student who takes a language class for one hour a day five times a week for nine months during four years. The tremendous difference (9,000 hours versus 1,500 hours) is overwhelming.

Given these limitations, it is imperative that we maximize the time in the classroom by analyzing the activities that we ask our students to do, and then choose only the most productive ones in terms of proficiency and meaningfulness.

It is most appropriate to ponder this matter at this time of the year, when deadlines have to be met, material has to be covered, curriculum objectives have to be achieved, and for added excitement, assemblies are being called three times a week!

For.Lan.-VII/JOB120(1)
10/25/87

Margarita B. Jiménez
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Level I Spanish

Topic: Adapting the Curriculum

Correlate to: Nuestros Amigos, Unit 10, "Un Fin de Semana"

General Goal: Students will express actions in the future, using present tense or the ir a structure. Students will express actions which are in progress using present progressive tense.

Thematic Area: Visit to the zoo. Puerto Ricans in New York

Essential Grammar: Ir a - infinitive structure for future time; estar - -ando or -iendo forms for present progressive tense; diminutive endings -ito, -ita; expressing obligation with tener que.

Non-essential grammar: Contraction del

Analysis of existing activities: Comprehension questions after readings: good because they introduce grammatical structures, cultural theme, and provide opportunity for "conversation" practice. Pattern drills after grammar lessons: repetitious and boring, especially because they are contrived and artificial. Matching: good because they allow a certain degree of creativity. Completion: a necessary evil, to provide practice with specific items.

Modification/Creation of an activity (Re: Ex. 36, p. 106)
Students were assigned to bring in two pictures, one of their own pet and one of a zoo animal. (This produced hilarious results because some of the "pets" or "wild animals" turned out to be classmates or younger siblings.)

Students wrote two paragraphs identifying the pictures, describing the actions in the pictures using present progressive, and what the subjects would probably do tomorrow. This assignment provides the opportunity for communication in meaningful context, and practice of the new grammar structures and vocabulary.

For.Lan.-VII/JOB120(2)
10/25/87

Lynette A. Harville
April 25, 1987

Developing Communicative Skills in the Foreign Language Class

Nuestros Amigos Chapter 22 El Santo de Kiko

In planning a syllabus, we must look beyond the point of counting the number of chapters to be covered and dividing by the amount of weeks we have to teach the material. We must look at course content of each individual chapter and realize that certain grammar points require more time for mastery than others. Another important task in writing a syllabus is deciding how much grammatical terminology to teach. Often, foreign language teachers use too much grammatical terminology at the expense of teaching how to use the language. It is important to express language goals of each chapter to students in practical terms they can understand. This will lead to spontaneous interaction in oral communication as compared to planned interaction, which is the norm at early stages of language development.

I wanted to introduce the present subjunctive verb tense without a lengthy grammatical explanation. Prior to telling the students what we would be studying, I passed out a short paragraph written in present subjunctive using only AR verbs. I asked the students to underline all the verbs they could identify. Then we discussed what these verbs had in common in terms of endings. The third step in analyzing this paragraph was translation. By discussing the translation, students were given the opportunity to see the grammar rules for present subjunctive tense in action before actually seeing them listed. Finally, I asked the students to come up with a few rules for using this new verb tense. I listed them on the board then we turned in the textbook to see the formal presentation of present subjunctive verb tense. This activity provided student initiated communication, self discovery of a new grammar concept, concrete use of the concept and reinforcement of previously existing repertoire.

For.Lan.-VII/JOB121(1)
10/25/87

Lynette A. Harville
April 25, 1987

Developing Communicative Skills in the Foreign Language Class

Lesson Plan

Nuestros Amigos Chapter 22 El Santo de Kiko

Introduction of Present Subjunctive Verb Tense

1. Pass out short paragraph written in subjunctive, using only AR verbs.
2. Students read paragraph orally.
3. Students underline all verbs, noting new endings.
4. Orally discuss what these verbs have in common with their endings.
5. Discuss translation.
6. Students identify and discuss specific reasons for using the tense.
7. Open text to see formal presentation of material.

For.Lang.-VII/JOB121(2)
10/25/87

Joanne L. Bottinelli
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

This lesson plan teaches vocabulary (classroom objects, body parts, verbs) as well as the ability to react to commonly used commands in both an audio and a verbal manner. Reinforcement practice is achieved through the utilization of actual commands in the classroom setting. The fact that the students have to listen, understand and then do the commands, is a realistic way to learn and master the skill of command communication. Not only is this approach more realistic than simply memorizing the commands, it is a fun-filled learning activity, and therefore more apt to be met with enthusiasm and success by the students.

The post-activities will also involve the students physically. The game competition is a fun and exciting way to force the students to think fast in order to react correctly to the commands they have just studied and learned. The extra credit points awarded to the winning team members is an added incentive to do well...students are always grade conscious. Creativity will be an important element in the poster project. Even if a student is not endowed with artistic ability, he can achieve an interesting project by combining different media such as newspaper or magazine cutouts with humorous primitive line drawings as enhancements. The only limit to a student's creativity is his imagination.

Joanne L. Bottinelli
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Pre-Activities:
1. Discuss with students which commands are most frequently used in English.
2. Discuss with students what things are generally found in the classroom.
3. Discuss with students the names for the parts of the body.

Objectives: The primary objective is to teach students to react to the most frequently used commands. They should master both the audio and verbal aspects of commands. Secondary objectives include familiarizing students with the vocabulary needed to identify classroom objects and body parts.

Procedure:
1. Based on the pre-activity exercises, compile three lists in Spanish: one of each for the commands, the classroom objects and the body parts.
2. Practice, through the use of visual recognition and oral recitation, the names of all classroom objects.
3. Practice, through the use of visual recognition and oral recitation, the names of all classroom objects.
3. Practice, through the use of visual recognition and oral recitation, the names of the body parts.
4. Practice the commands verbally by having students do what the commands instruct them to do when spoken by the teacher.
5. Use a combination of COMMAND + CLASSROOM OBJECT + BODY PART to present specific commands involving the students and their environment (i.e., Touch the floor with your left thumb). Utilize both a group response and an individual student response for practice purposes.

Post-Activities:
1. Team competition to determine which team can earn more winning points by correctly following commands given by the teacher during the competition.
   a. played with one team member going up against a member of the opposing team, each person having at least one turn.
   b. The first person to correctly follow the teacher's command, wins one point for his team. i.e., Take the chalk and write the word dog on the blackboard with your left hand.
   c. The team with the most points wins and each team member receives two extra credit points for his grade average.
2. Poster project to visually illustrate a command being given and followed.
   a. Students are to illustrate a command in action via magazine/newspaper cutouts or drawings. The "command - classroom object - body part" format is to be utilized and included in this visual assignment.
   b. A caption in Spanish is to be added at the bottom of the poster indicating exactly what is taking place. i.e., Put the book on your head.
   c. The completed posters can be displayed in the room for reinforcement of the lesson already mastered.

Joan Urbaniak
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Our group consensus during the last session was that keeping a journal or writing a diary certainly qualify as functional uses for the written word. We also decided that exercise #16, p. 114 in Nuestros Amigos seemed to be on the right track.

On the other hand, having students limit themselves to using only regular ar verbs for the diary entry seemed to create a situation that was truly artificial. We decided that we needed to introduce the other two conjugations as well.

Frank Medley's comments that teaching verb paradigms is unnecessary made the idea of introducing the other verb forms another way the real challenge. I tried, but I'm not convinced it was a true success.

I am really at a loss to find the requisite "authentic" language materials which at the same time just happen to include the vocabulary items the students will need to know for the county-prepared semester exam. The realities of life!

Unlike Robert DiDonato, Mr. Medley seems to realize that as classroom teachers, in the middle of May, we do not exactly have the luxury of writing a new textbook, single-handedly, in our spare time. Yet, that's exactly what it seems we need to do if we are going to incorporate all the simultaneous language acquisition, proficiency-based, functional-usage etc. theories into our present curriculum. Help! I'm exhausted.

To get the students ready for "writing"-- a "productive" skill, it was necessary to give them ample opportunity to concentrate on developing their "receptive' skills first. The narrative which I created (admittedly not "authentic") was the culmination of a series of other activities which required that students listen to the Preterit forms in context.

The students were then asked to write a journal entry similar to one of the paragraphs in the narrative, using it as a model to create something new. The idea was to recycle, reintroduce, "use" the vocabulary n a number of different ways, all as a preliminary to the actual composition of the diary entry. Exhausting...

Joan Urbaniak
April 25, 1987

Developing Communicative Skills in the Foreign Language Class IV

Lesson Plan

Goal (W-3) To recombine familiar structures and vocabulary in order to write very simple guided narrative or descriptive paragraphs.

Objective: To read a simple narrative to get the gist.
To recognize the way to express past tense.
To write a new, "personalized" narrative which will function as a journal entry, using the narrative as a model, and making substitutions.

Procedure: Read the narrative. Answer simple questions on the narrative to check for comprehension.

Listen to the narrative, raise your left hand whenever you recognize a present tense verb, your right hand, when you hear preterit.

Rewrite one paragraph of the narrative, making substitutions to fit your own situation.

****

EXCERPT of Narrative prepared for Unit 11, Nuestros Amigos (9-23)

...Ayer, después de la escuela, fui a un restaurante con mi novio, Tomás. Fuimos en su coche nuevo. Es un automóvil bellísimo. Es un Corvette negro. Sí, mi novio es rico. Tiene much dinero. El Corvette costó treinta mil dólares.

En el restaurante, tomamos unos bocadillos, unas papas fritas, y unos batidos de chocolate. Luego, fuimos a mi casa. Saludamos a mi madre y ella nos saludó también. Pero no hablamos mucho porque ella quería ver el programa de Oprah Winfrey.

Miré el programa con ella por unos minutos, pero mi novio no lo miró. A él no le gusta Oprah. El decidió tocar su guitarra. Abrimos la puerta y fuimos al patio. Tomás es un novio maravilloso. Me cantó unas canciones muy lindas y-- me dió un beso! Yo disfruté la serenata pero me gustó más el beso.

Más tarde, preparamos la tarea. Estudiamos el español. A las siete y media comimos una comida deliciosa que hizo mi mamá. A las nueve menos cuarto fuimos al cine de Town Center para ver "La Academia de la Policía, Parte Cuatro." Guardé el billete como recuerdo. La película terminó a la medianoche.

Tomás me llevó a mi casa. Me dió otro beso. Hizo una noche maravillosa...

For.Lan.-VII/JOB123(2)
10/25/87

SESSION VIII

Evaluating Communicative Skills in the Foreign Language Class II

Dr. Nila Marrone,
University of Connecticut, Storrs

The first part of the workshop will include a review of topics which are crucial to developing foreign language proficiency in students, such as teaching in the target language and the role of grammar in foreign language teaching. The ACTFL proficiency guidelines and the ACTFL/ETS oral proficiency test and their application in the classroom will also be reviewed.

The second part of the workshop will include discussion of several approaches to testing communicative skills in general and oral skills in particular. The use of systematic role-playing and testing through role-playing will also be discussed. Participants will have the opportunity to practice oral testing.

During both parts of the workshop there will be video and audio demonstrations of oral testing and of activities in the classroom which improve students' proficiency in a second language.

Tentative Schedule of Activities

1) Review of teaching for oral proficiency
   a) Complexity of second language acquisition
   b) Teaching in the target language
   c) Role of grammar in FL teaching
   d) Listening comprehension and speaking

2) Review of ACTFL Oral Proficiency Guidelines

3) Review of ACTFL/ETS Oral Proficiency Testing and its application in the classroom

4) Proficiency testing versus achievement testing

5) Approaches to testing communicative skills
   a) Aural and oral
   b) Reading and writing

6) Systematic use of role-playing in the classroom including testing

7. Practice of participants in oral testing

Dawn C. Russell
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

In developing my lesson plan, I kept in mind the importance of students being able to speak freely in Spanish in the classroom. Although this lesson plan did not deal with everyday situations which a student would use in a Spanish speaking country, it did give them the opportunity to speak Spanish in the classroom and have fun at the same time.

Since the assignment came at the end of the book, the students used many vocabulary words and grammar forms that they had learned during the year. They did a very good job in constructing their commercials and pronunciation was good.

Nila Marrone's presentation was excellent. She opened my eyes even further and reinforced the fact that students must learn to use their Spanish so that they can communicate. The purpose of teaching a foreign language is to enable the students to learn the language and USE it. Unfortunately, this does not always occur. I feel that perhaps many teachers are negligent in this area because they do not know where to begin. Mrs. Marrone's Situaciones handout was superb. If teachers used a book or material like this, they would have a starting point in teaching "communicative Spanish."

P.S. Can we get a copy of Situaciones for each school?

Dawn C. Russell
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Title: Commercials

Level: Spanish II

Objective: The students will increase their speaking ability as well as sentence structure by creating a Spanish commercial.

Pre-Activity: Since the last chapter in the book deals with TV, the students viewed a videotape called "Comerciales." While watching the commercials, the students were to listen for and write down the "slogan" in Spanish. After seeing the commercials, the students were asked to identify which commercials had which slogans and what they meant.

Activity: Using the "Comerciales" videotape as a leadoff, the students were to create their own commercial in Spanish. It could be either a commercial that they have already seen which they translated into Spanish or it could be their own commercial about an original or existing product. The students were allowed to work for 20 min. each day during two class periods. The commercial had to be at least 30 seconds long, memorized and the students were to use props and be creative. The students presented their commercials and did a very good job. They were creative and everyone had fun.

Grading was based on creativity, pronunciation, props, memorization and time length. Total possible points was 50.

Post-Activity: As a homework assignment, the students were to describe 5 commercials in Spanish that were presented that day during class. The following day, each student briefly told about one commercial that they had written about.

For.Lan.-VI/JOB96(2)
10/24/87

Joy Bozicevic
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

One of the points developed in the session was communicative testing. With final exams approaching, I decided to work on forming some test sections in which grammar is tested in context. The object is to make real communication happen, rather than simply to change a verb or adjective form in an arbitrary exercise.

The subject that I chose is one that is taught in many levels, that of adjective agreement. Perhaps it would not need to be taught so often if the exercises were more meaningful. For this assignment, I used vocabulary that I would expect my level IV students to use after completion of chapter 6 in En Bonne Forme. I tried to pick nouns that the students might care to describe. In addition, I provided a bank of adjectives from which the students could choose to meaningfully describe the noun.

As there are few level IV students taking the final exam, I could include section(s) requiring the students to make original sentences. This would be less possible in a larger class, and an alternate format could be devised, still using the adjective in meaningful context.

The students could be encouraged to review for the exam by listing adjectives, then making original sentences, relating the adjectives (in proper form and placement) to the nouns of their choosing.

For.Lan.-VI/JOB97(1)
10/24/87

Joy Bozicevic
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Testing Objectives: To have students demonstrate ability to form and place adjectives correctly in sentences.

To express opinions in a meaningful way, while demonstrating grammatical skills.

Test Section : (Instructions would be written in French)

Adjective bank:

abrité	amusant	beau	bruyant
cher	ennuyeux	excentrique	favori
franc	gentil	gras	gros
heureux	jaloux	mauvais	meilleur
mignon	mince	nombreux	ordinaire
pauvre	pénible	privé	propre
public	ridicule	sale	sensationnel

Write a sentence, using each of the following nouns. Choose one or more adjectives from the bank in each sentence, being careful to form the adjective correctly and to place it properly in the sentence.

Example: livre de francais
Mon livre de français est <u>ordinaire</u>, pas très <u>gros</u>, et quelquefois assez <u>amusant</u>.

1. ma famille
2. notre école
3. la plage
4. notre classe de français.
5. mes goûts
6. la voiture de mes rêves
7. ma chambre
8. mes voisin(e)s
9. ma ville
10. les filles
11. les devoirs
12. une amie
13. mes profs
14. Cybil Shepherd
15. moi

For.Lan.-VI/JOB97(2)
10/24/87

Barbara Irene Bohyny
May 20, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Dr. Nila Marrone gave full support to the extensive use of the target language in the Foreign Language classroom. Internalization happens through practice--exposure to the language--including the presentation of grammar. The use of cognates allows for easier comprehension and seems to motivate the students. Sentences are modeled and practiced, and then a question-answer dialog follows. Simple, realistic conversations evolve and are systematically practiced and expanded.

In the "target-language" learning atmosphere, a logical method of evaluation is the periodic testing of oral achievement. Dr. Marrone presented brief video segments of oral practice and testing, where there is specific, contextualized material for which the student can prepare. Carrying this idea into the written tests, she stressed the use of material in context, rather than disconnected test items.

She explained the need to tape record the students' oral tests so as to allow the teacher to replay them later for a fair and thorough evaluation. It seems that students can adjust to this if encouraged early, and if the tests are based on the material practiced. This is an entire approach, not an isolated lesson. Such oral testing works well only in classes where a lot of the foreign language is really being used.

I have, on occasion, given such oral "quizzes" using similar methods of scoring, but have re-committed to this type of activity as a result of Dr. Marrone's stimulating session. I truly feel that this is a wonderful way to bring about functional communication. However, class size, varied aptitudes and motivation, standardized written tests, and hurrying to cover certain required amounts of material can interfere with such a process. I support the theory and look forward to re-kindling this approach, particularly in the coming school year.

In El Mundo de la Juventud, Chapter 26, there is a conversation exercise on the situation of applying for a job--between the interviewer and the applicant. After three weeks in the chapter, which is centered around numerous part-time and summer jobs of Hispanic students, there is a wonderful vocabulary which applies here. Each student will be expected to carry out a brief conversation with me like an interview for a job. Questions will vary each time, but will be based on the ones in Exercise 48, p. 31. They will be about qualifications, preferences in hours and days for the job, references and experience. Applicants must also ask a few questions of me (interviewer) about details of the position. This is very appropriate for this age group, since many students eventually take some small job during their high school years.

For.Lan.-VI/JOB98(1)
10/24/87

Barbara Irene Bohyny
May 20, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objectives:
- To use vocabulary dealing with part-time and summer jobs, and discuss what they might do with earnings.
- To evaluate oral skills with specific material related to the chapter on jobs.
- To give students the opportunity to simulate job application as an experience they will face eventually in real life.

Pre-Lesson Activities: Students will have been introduced to most of Chapter 26: the dialogs and stories about summer jobs and part-time jobs. Also, they will have practiced the conditional tense.

Procedures: On the day prior to the oral test, students will be informed of the nature of the conversation they will have, and reference will be made to Ex. 48, p. 31 as an example of interview questions. These include: ¿Qué edad tiene? ¿Dónde vive? ¿Trabajó antes? ¿Dónde y cuándo? ¿Qué experiencia tiene para este trabajo? ¿Cuándo puede empezar? etc. Also provided are questions the applicant might ask, such as: ¿Cuánto pagan? ¿Necesito ropa especial? ¿Cuáles son las horas del trabajo? etc.

On test day, students not being tested will be assigned to read (again) Drills 25 and 37 which are about jobs, and then write answers to Drills 27 and 38, which are personalized questions about job preferences and also about how the students would divide and spend or save the money that they would earn. This allows students to practice use of the conditional tense, introduced earlier in the chapter.

One at a time, students will be called up to sit in a chair near my desk to have a conversation with me in Spanish (an interview). Six questions will be asked and then the student will be asked to pose two questions to me, which I will answer. These eight "lines' (<u>not "memorized"</u>) will be evaluated on communication and structure. Each student will have different questions, or re-combined questions, in no particular order.

A review sheet for the Chapter Test will be available for those who have time to work on it. A chapter review will take place the following class period. The test will follow the day after that.

For.Lan.-VI/JOB98(2)
10/24/87

Linda Dardeen
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

I was impressed with Nila Marrone's Situaciones (Random House). I am anxious to see the materials adapted for French. I have tried to develop similar materials for given situations (airport, restaurant), but the time involved developing materials made extensive use of such directed dialogue impractical. I have also used Gerald Logan's materials, French Conversational Practice (Newbury) that follow a similar format. But some of those materials have become dated and I never found an effective way to grade the students on their oral performance.

Marrone's idea of taping the students and grading later presents several advantages. The teacher may participate in the performance without having to grade at the same time. And, a student's role may be reviewed if there is something unclear. Marrone pointed out that time spent grading the tapes was not longer than grading a set of written quizzes.

She also suggested an oral grading criteria I wanted to try, a 60/40 ratio--60% comprehension (did the student communicate what he wanted) and 40% accuracy (grammar, pronunciation, fluency). If a student spoke five lines, each of the five lines would be worth 20 points, 12 comprehension, 8 accuracy. The method seemed much more precise than the subjective letter grades I have given in the past.

The attached lesson plan does not follow the format of Marrone's Situaciones. The students wrote original dialogues and videotaped them. But I was able to adapt her grading system to this assignment.

Linda Dardeen
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objective: Students will perform original dialogues set in a doctor or dentist's office.

Pre-Activity: Students studied Chapter dealing with health terms in doctor/dentist/pharmacy settings.

Activities:

Thursday 1. In groups of two/three students wrote original dialogues using new medical vocabulary.

Friday 2. Teacher made corrections/suggestions

Tuesday 3. Students videotaped dialogues privately (Teacher graded tape at home.)

Friday 4. Students watched videotape.
   a. teacher posed questions
   b. Students encouraged (extra points) to ask classmates questions about their dialogues.

For.Lan.-VI/JOB99(2)
10/24/87

Joyce L. French
May 9, 1987

Evaluating Communictaive Skills in the Foreign Language Classroom

Dr. Marrone's presentation of difference between "Teacher's Grammar" that rests in the conscious mind and "Brain Grammar' that rests in the subconscious mind as acquired language rather than "learned" language, caused me to evaluate what we are targeting as our goal in the foreign language class. I decided to experiment on my two Spanish III classes to see how much language had been acquired in the students' three years of study. With no prior preparation, I organized a day's activities around Situaciones. I gave pairs of students ten minutes to prepare to present dialog situations that they had not specifically had in lesson form. The results were pleasing and enlightening.

Outstanding students found the exercise easy and enthusiastically improvised dialog and even created new possibilities and avenues for their "characters." The majority of the students (including the average student) were able to carry on their conversations with a minimum of mistakes and acceptable fluency. A few weaker students, or those with less oral practice, fell back on the use of English to fill in the gaps when their dialogs lagged.

After going over a list of common mistakes and praising their ability and effort, I mentioned that these Situaciones are used on the college level for evaluation and testing after a semester of foreign language. All were pleasantly surprised that they could do "college" work. I talked about their ability to utilize the official grammar and vocabulary that they had learned in class, and how they all had the ability to acquire much more now that the "foundation" had been laid. Much of the "Teacher's Grammar" had become "Brain Grammar" by three years exposure and practice and increasing activities that recreated "real life," not just exercises and drills from the books.

For.Lan.-VI/JOB100(1)
10/24/87

Joyce L. French
May 9, 1987

Evaluating Communictaive Skills in the Foreign Language Classroom

Lesson Plan

Performance Objective: By the end of a class period each student will demonstrate and practice his/her oral proficiency and knowledge of simple social situations in the target language. An emphasis will be placed on internalized (acquired) language and grammar structure.

Introduction: Students in a third year class are organized into a circle with two chairs in the middle. An explanation of the activity is given with the understanding that normal conversations in the target language are to be presented to demonstrate how much they know.

Activities:

1. Students are paired and dialog situations (Situaciones from Nila Gutierrez Malone) in English involving two people in simple social conversation.
2. Small note cards are handed out - one to each student. Only notes from these cards could be used - not written sentences.
3. Students were given ten minutes to prepare and practice their dialogs.
4. Pairs of students present dialogs, seated in the two chairs in the middle of the circle.

Evaluation: A list of common mistakes is presented at the end (in a non-threatening way) and all are praised for their ability and effort.

Sample Situations:

Meeting a friend
Introducing two people (teacher participates)
Asking someone to go to the movies
Asking questions of a lost child
Asking personal information at a hospital
Asking for a room in a hotel
Asking about a soccer game

For.Lan.-VI/JOB100(2)
10/24/87

Barbara R. Griffin
May 9, 1987

Evaluating Communicative Skills in the Foreign Language Classroom

Sitting in the classroom and listening to Nila Marrone I realized once again the need for oral communication. In addition, the need for oral evaluation.

I have developed an evaluation which I borrowed from Speech and modified it.

With each chapter, I assign an oral according to the thematic topic. This evaluation has worked extremely well with all of the orals. I hope to continue to assign orals in the future.

For.Lan.-VI/JOB101(1)
10/24/87

Barbara R. Griffin
May 9, 1987

Evaluating Communicative Skills in the Foreign Language Classroom

Lesson Plan

Objective: Demonstrate knowledge and application of specific vocabulary in areas of everyday life.

Purpose: To be able to read numbers, schedules, buying train tickets and renting cars and writing post cards and messages.

Lesson Plans: 1. Half of the classroom is turned into a train station

(Put up signs with platform numbers, train schedules, etc.) Set up four ticket windows, with one student working at each window. The other half of the classroom will be turned into two or three car rental agencies, with one or two students working at each agency.

The rest of the students will play the roles of travelers buying train tickets and renting cars. Some of the students should be in pairs and discuss arrangements between themselves besides talking to the clerk at the ticket window or car rental agency.

2. All students will bring a post card of their choice to class and will write a message on it to send to a friend or relative. They should write about the place they are visiting and about the things they are doing there. Cards should be turned in for a grade.

Oral Evaluation

Speaker's name_____ Title_____

	E	VS	S	P	NA
1. Was the speaker interesting?...					
2. Was the oral well organized? (could each idea be followed easily?					
3. Was there enough verbal support? (Did the speaker use excessive pauses?)					
4. Were the visual aids effective?					
5. Was the delivery (movement and gestures) effective?					
6. Did the speaker establish direct eye contact with the audience?					
7. Was the speaker obviously enthusiastic about his subject?					
8. Did the speaker use correct grammar?					
9. Was the speaker's pronunciation clear?					
10. Did the speaker use sociolinguistic elements?					

For.Lan.-VI/JOB101(2); 10/24/87

Nicole Gumbrill
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

On May 9, Mrs. Nila Marrone introduced us to the techniques of measuring the use of communicative strategies and students' oral skill development in the classroom. To apply these techniques I chose the Oral Interview type of testing. As a teacher my main goal is to teach my students how to express themselves in the target language, and as it is through practice that one becomes master, I must keep them practicing their oral proficiency. The test is scored upon three criteria which are: 1. the semantic and pragmatic appropriateness, 2. the grammatically correct form of lexical items and 3. the fluency and accuracy. The topic I chose was the Fair or La Fête Foraine. The students randomly drew a card from a set of topic cards based on the material they had just covered and prepared by me. The students looked at the questions for a few minutes and then spoke briefly about the theme. After their monologue, I would ask questions based on the information the students had provided. One must remember that the cards are a stimulus for conversation, not for translation.

The whole interview process was taped so that the speech sample could be analyzed and scored at a later time. When listening to the tape I was able to take notes on a score sheet such as the one below.

Part I Monologue (34%)		
Fluency:	1-2-3-4-5-	_____
Vocabulary:	1-2-3-4-5-6-7-8-	_____
Structure:	1-2-3-4-5-6-	_____
Comprehensibility	1-2-3-4-5-6-7-8-9-10-11 12-13-14	_____
Part II Answering questions on Monologue (26%)		
Fluency	1-2-3-4-5-	_____
Vocabulary	1-2-3-	_____
Structure	1-2-3-4-	_____
Comprehensibility	1-2-3-4-5-6-7-8-	_____
Listening Comprehension	1-2-3-4-5-6-	_____
Part III Interview (asking questions) (40%)		
Fluency	1-2-3-4-5-6-	_____
Vocabulary	1-2-3-4-5-6-7-8-	_____
Structure	1-2-3-4-5-6-	_____
Comprehensibility	1-2-3-4-5-6-7-8-9-10- 11-12-	_____
Listening Comprehension	1-2-3-4-5-6-7-8-	_____
	TOTAL:	_____ (100%)

For.Lan./VI/JOB102(1); 10/24/87

Nicole Gumbrill
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objective: To get students to speak French in the best way they know how and use the material they have learned and extend it.

Activity: <u>The Oral Interview</u>
Questions from theme just covered in class are presented to students. They must reply to the best of their knowledge. Interview is taped in its entirety.
Sample questions on cards are as follow:

1. Este-ce que vous êtes déjà allé(e) à une fête foraine? Où ça?
2. Avec qui et-ce que vous y êtes allé(e)?
3. Est-ce que c'était pour une occasion spéciale?
4. Est-ce que vous avez fait un tour sur le manège?
   La grade roue?
   La montagne russe?
5. Qu'est-ce que vous avez préférez?
   Pourquoi?
6. Qu'este-ce que vous n'aimez pas?
   Pourquoi?
7. Este-ce que vous avez tenté votre chance à la loterie?
8. Est-ce que vous avez gagné?
   Quoi?
9. Est-ce que vous avez fait un carton au stand de tire?
10. Combient de points est-ce que vous avez faits?
11. Est-ce que le fakir a dévoilé votre avenir?
12. Est-ce vous voulez retourner à une fête foraine?
    Pourquoi?

For.Lan.-VI/JOB102(2)
10/24/87

Fatima Hicks
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

The most important principle I gained from this workshop was that if we place high priority on oral proficiency, we must allow for ample practice of listening and speaking skills. We must also make a conscious effort to develop instruments which will evaluate our students' progress in the development of these skills.

Teaching in the target language was highlighted as a means of providing invaluable listening comprehension practice. While systematic role playing was described as a means to fuse together the process of skill-getting and skill-using.

Evaluating this process of role playing was described as something most teachers shy away from with claims of too large numbers of students and problems of scoring accountability. Testing different groups of students at different times or having the students record their responses in a lab atmosphere for later grading were given as possible solutions to the first phase of these concerns regarding oral testing. Taping of all oral test was given as a solution to the problems of discrepancies in grading and of the accountability issue.

The ACTFL Proficiency Guidelines and their application to proficiency testing in the classroom were discussed. The importance of making exchanges in the evaluation instrument within the frame of a context was also discussed.

In order to implement what I learned from this workshop I planned a lesson using the Basic Spanish Grammar by Jarvis, Lebredo, and Mena, which parallels very closely the philosophy taught in this workshop.

For.Lan.-VI/JOB103(1)
10/23/87

Fatima Hicks
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Title of Lesson: En el Mercado

Performance Objective: 1.03 Describe objects, people, actions and personal activities.
2.01 Respond to oral directions.
7.02 Demonstrate limited social competence in a Spanish-speaking environment.

Micro-Skills: to write a description of an object which they will bring to class to put up for sale.
to answer questions concerning the object.
to participate in a class mock market

Materials Needed: Basic Grammar Workbook, 3 x 5 index cards, mock money printed in pesos, price stickers, merchandise brought in by students. Notes on lectures on, Mercado, Tienda y Supermercados.

Methodology:

Advanced Organizer: Students will participate in a discussion about different types of stores and methods of buying. They will have a chance to view and feel merchandise bought at foreign markets by teachers and other students. The discussion should include the concept of haggling when and where it is appropriate to do so or not.

Students will view a shopping segment of Zarabanda Video program and will complete a grid to check for listening comprehension.

In pairs students will read in the Basic Grammar Workbook dialogues on shopping. They will then write variations of the dialogue line.

In groups of four, students will read their dialogues to another team and question them on comprehension.

Individually students will prepare 3 x 5 index cards with a sentence dealing with a situation that will initiate a conversation related to shopping.

The class will then take turns selecting these cards from a box and acting out the message in the card they selected.

For homework, the students will prepare a sales pitch for an item of merchandise that they are to contribute to the class mock market place.

Follow-Up or Expanding Activity: The class will hold a mock market, students will price their merchandise and be ready to haggle with their customer as well as convince them as to the quality and importance of their product. There will be a money exchange booth and students will deal in Mexican pesos. The class will alternate roles half-way through the period. The entire process will be videotaped for future viewing.

For.Lan.-VI/JOB103(2); 10/24/87

Margaret M. Kopp
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Evaluating communicative skills is very trying at best. This is an area in which I have experienced difficulty. I found it extremely subjective, and always worried that I did not score the students as well as I should have or vice versa. Dr. Marrone's use of memorized skits, scenes, or situations together with a tape recorder seemed to reduce my fears. I am sincerely looking into obtaining a copy of her supplementary textbook: Situaciones.

In the meantime, I have borrowed some of her ideas and adapted them to my textbook and classroom. In our 1st and 2nd yearbooks we have lessons that deal with airlines and traveling. However, this lesson is for the 2nd year group as they have had more experience with the vocabulary. This exercise seemed a good means of evaluating the progress of the students.

For.Lan.-VI/JOB104(1)
10/24/87

Margaret M. Kopp
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objective: To evaluate communicative skill in a travel situation

Pre-Activities: Complete Bases 17 in the 2nd year book, and study the following vocabulary:

aisle seat, window seat = el asiento al pasillo, el asiento con ventanilla

boarding pass = la tarjeta de embarque
carry-on bag, carry-on luggage = el maletín, el equipaje de mano

credit card = la tarjeta de crédito
delayed, late = retrasado, -a

direct = directo

flight = el vuelo

one way tickets, round trip tickets = los boletos sencillos, los boletos de ida y vuelta

scale = la balanza

smoking section = la sección de fumar

under = debajo

Procedure: Have the students memorize the following scenes. Later they will be called up one by one to be tested. They are given the situation in English when their turn is called and the tape recorder records all. The teacher is to play the part of the interlocutor. At the end of the period and at the convenience of the teacher, the tape is played back and the teacher scores the conversations at her/his leisure. Following are two situations.

1. You are an attendant at the check-in counter at the airport in Maiquetía, Venezuela. A passenger comes to your counter.
   a. Greet the passenger and ask for his/her ticket. Tell the passenger to put the luggage on the scale.
   b. Tell the passenger that he/she may carry on hand luggage. It will fit under the seat.
   c. Ask the passenger if he/she wants an aisle or window seat in the smoking or non-smoking section.
   d. Give the passenger the boarding pass. Tell him/her that the flight will leave from gate 12, but that it has been delayed half an hour.

2. You and your friend are at a travel agency in Merida, Mexico. (Speak for both of you.)
   a. Greet the travel agent and say that you wish to travel to Lima, Peru in June.
   b. Ask if the flights to Lima are direct and ask the price of round-trip and one-way tickets.
   c. Say that you want two round-trip tickets for June 30.
   d. Ask if you can pay by credit card. (You may)

****

1. a. Buenos días, señor/señorita. (Buenos días) Su boleto? (Aquí lo tiene Ud.) Ponga su equipaje en la balanza, por favor. (Bien.)
   b. Ud. puede llevar equipaje de mano. (Bueno, tengo un maletín.) Cabe debajo del asiento.
   c. ¿Desea Ud. un asiento con ventanilla o al pasillo? (Con ventanilla.) Desea sección de fumar o no fumar? (De no fumar.) Muy bien.
   d. Aquí tiene su tarjeta de embarque. (Gracias.) El vuelo saldrá de la puerta número 12, pero tiene media hora de retraso. (Gracias.) De nada.

2. a. (Buenas tardes, señores.) Buenas tardes. ¿Cómo puedo servir a Uds.? Deseamos viajar a Lima, Perú. (¿Cuándo quieren ir?) Deseamos ir en junio.
   b. (Hay vuelos a Lima diario) ¿Son directos los vuelos? (No, hacen escala en Bogotá, Colombia.) ¿Cuánto cuestan los boletos de ida y vuelta y también los boletos sencillos? (Los boletos de ida y vuelta cuestan cuarenta mil pesos y los boletos sencillos treinta mil pesos.)
   c. Deseamos dos de ida y vuelta para el 30 de junio. (Muy bien.)
   d. ¿Podemos pagar con tarjeta de crédito? (Sí, cómo no.) Gracias, hasta luego.

Post-Activities: Review the conversations with the students and go over their mistakes. Compliment the good things heard.

Ilissa T. Solomon
May 8, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

The lecturer spoke at the beginning of the hour about the development of the "proficiency movement." Foreign language teachers are now held accountable to their students in that it is no longer enough to just instruct for 50 minutes a day in a foreign language as an end in itself. The activities that go on in the classroom are just a means to an end--students want practical results. They want (and expect) to be able to carry out certain communicative activities at the end of the first year, second year, etc.

For this reason, the traditional roles of grammar and conversational development are shifting in emphasis. No longer are grammar, vocabulary and rote memorization drills the emphasis, with whatever conversational abilities that develop a nice extra. Grammar will always be important, but more and more emphasis must be given to the development of conversational abilities that could be appreciated by a native speaker. "Brain grammar," the ability to speak automatically without having to stop and think about what you say, is the desired outcome or oral proficiency practice. 'Teacher's grammar," or thinking of sentence structure before speaking, should be done as little as possible.

"Situaciones" is a supplementary textbook designed to assist teachers in developing oral proficiency in their students. It is to be used in conjunction with the regular textbook and is divided into functional areas that can reinforce and improve the verbal skills of the students. This text will be discussed in the lesson plans.

For.Lan.-VI/JOB105(1)
10/24/87

Ilissa T. Solomon
May 8, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

"Situaciones" will be used in both the Spanish I and Spanish II classrooms. It is divided into language functional areas. Parts I and II are about the family, schools, friends, traveling, and asking for/giving information. These areas are all taught in the Spanish I and II textbook. The following is an example of an exercise that could be used in a Spanish II classroom learning about traveling and getting information.

The class will be divided into groups of four: two will be travelers going to Puerto Rico (Unit 23) and two will be a travel agent and his trainee. The couple is from Florida and wants to spend two weeks in Puerto Rico visiting relatives. The travel agent who was recommended to them speaks only Spanish. Each group of four will be given a slightly different situation to present to the class, but all will be about the above-described scenario. Some will spend more time discussing price, some discussing flights, some accommodations, etc. Each group will present its own situation to the class for discussion. The following is one of the situations that will be role-played:

1. Introduce yourselves to the agent and trainee.
2. Ask which flight to Puerto Rico leaves from Ft. Lauderdale and which from Miami.
3. Find out if there is a difference in price and if not, select the one which originates in Ft. Lauderdale.
4. Pay for the tickets in cash (this is good practice of saying numbers in Spanish) and thank the agent for being so helpful.

A general vocabulary list and sentence expression list will be given to the class as a whole, and each group must choose the words it needs for its particular scenario.

For.Lan.-VI/JOB105(2)
10/24/87

Dorothy Rudy
May 9, 1987

Evaluating Communicative Skills in the Foreign Language Classroom

This year at my suggestion, St. Andrew's offered a Spanish III Conversational Course that did not put emphasis on grammar and as a result, did not scare the students. This course was to be taken in lieu of the Spanish III required course that included the study of grammar. The students taking the Conversational Course in lieu of the regular Spanish III course would complete the three-year language requirement at the school and would not be encouraged to continue with Spanish IV.

Last week, I gave the final oral exam to these students and I incorporated Dr. Nila Marrone's method of testing. I gave the students a list of specific tasks to do (refer to attached sheet) and on each of these assigned tasks, I graded the student in the five basic categories used by the oral proficiency guidelines which are structure, comprehension, vocabulary, fluency and accent. Given that most of the students in this particular class were in the intermediate-mid category according to ACTFL's Proficiency Guidelines, (e.g., could ask and answer questions and participate in simple conversation, could give a personal history and talk about leisure activities,) I gave a grade to each student in each task listed based on the student's response according to structure, comprehension, vocabulary, fluency and accent. I arrived at an overall grade and then compared this grade with that of the oral mid-term to determine if there had been progress within the year.

For the majority of students, there was not only progress in oral proficiency but also there was a feeling of accomplishment and pride. Most of the students had a positive attitude throughout the course and were very grateful that they did not have to concentrate on grammar. Grammar was taught but not in the formal sense and many times the students did not realize that they were learning grammatical structures. Three of the students expressed the desire to continue with Spanish IV, even though this had not been recommended at the beginning of the course. The students for the most part felt confident and comfortable with the language and felt as though they could get along in a Spanish-speaking country. All in all the feedback was very positive and this course will continue next year.

For.Lan.-VI/JOB106(1)
10/24/87

Dorothy Rudy
May 9, 1987

Evaluating Communicative Skills in the Foreign Language Classroom

Lesson Plan

Objective: To evaluate the students in communicative skills in the Spanish III-conversational Course.

Micro-Skills: To infer meaning from context of questions, to stretch beyond the given tasks, to adapt to various situations in the target language.

Time limit; Twenty minutes.

Pre-Listening Activities: The Conversational Spanish Course is geared to speaking and therefore the entire year of classes serves as a pre-listening activity.

Teaching Procedure: In this case it would be testing or evaluating procedure rather than teaching procedure. Various testing procedures were used such as role-playing where for example, a student would be taking a trip and he would be the client and ask the tester a series of questions about his future trip. The tester would play the role of the travel agent. Another procedure was the question-answer technique where the student would again question the teacher or tester and vice-versa. The student was also asked to pretend to be the President of the U.S. and how he would have handled the Iran-Contra situation as well as the USS Stark tragedy. In assessing the movies seen in class, the student was asked to be a movie critic and comment on the movies as well as rate them. He would have to give a reason for his rating. Other procedures ranged from direct questioning from contextual material to student's interpretation of a picture or discussion on Spanish customs (such as tapas which the students made in class as well as the Spanish fiestas, el piropo, etc.) and if these customs could be incorporated into the student's lifestyle. To test for comprehension on the two classics that were read in class, Don Quijote and Lazarillo de Tormes, the student was to enact particular scenes from each book. All the procedures began with the very simple and graduated to the most difficult according to each individual student. All of the students' responses were taped.

Post-Listening Activity - At the end of the twenty minute period, the student listened to his tape and analyzed his responses. This could be considered a stretch exercise.

Conclusion: The students, for the most part, were pleased with their progress in oral proficiency and many were surprised at their fluency in Spanish. They did not view the year "as a drag;" and most said it was "fun" since "grammar" was not emphasized.

For.Lan.-VI/JOB106(2)
10/24/87

Sally Morris
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Dr. Marrone addressed the difficult topic of evaluating oral proficiency. She agrees with secondary teachers that standards for government service employees are not practical for use in the classroom. A government employee has inner motivation to acquire the foreign language skills needed to equip himself or herself for a position in a specific foreign country. Our students who may be taking a foreign language simply to satisfy college entrance requirements or because of parental pressure are not as self-motivated.

It is also not a wise practice to tell our students that after two years of the study of Spanish, French, or German they should progress from a 0 to a 0 plus. (How discouraging can we get?) Proficiency scales have their place in research, but not in the secondary language classroom. With such statistics it is a miracle we accomplish even the basic skills.

I tried the Pancho Garancho dice games suggested by Dr. Marrone. In German I class I renamed it "Hans Sachs Sagt." As Hans Sachs was a medieval poet, I was able to teach some culture along with new vocabulary. In my German class, each student chose to "be' a vocabulary word. We listed the words on the chalkboard. I started the game by saying "Hans Sachs sagt _____" and filled in with one of the words. The person who had chosen that word had to respond with "Nein, Hans Sachs sagt _____" and give another word without losing the rhythm. If a student hesitated, said the phrase incorrectly, or failed to give another vocabulary word from the list, he/she was "out" and that vocabulary word was scratched out. If a succeeding student said a word that was "out," he/she was also eliminated. When we got down to three or four students we erased the words to present more of a challenge. The winner was the student who did not miss or however many students were left when the bell rang. This game works well with a small class.

For my lesson plan, I chose the testing of oral proficiency in the social setting of the Hamburg main train station (Hauptbahnhof). I found the role play situation was an effective means of testing students' learning of train vocabulary and adapting to another person's questions (ticket agent). My German II class is small, so I had no problem testing students individually. In a large class, I would divide the class into smaller groups for role play, but the grade would not be a test grade.

For.Lan.-VI/JOB107(1)
10/24/87

Sally Morris
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

German II UNSERE FREUNDE Chapter 22

Objectives: 1. Students will interpret a German train schedule.

2. Students will ask for ticket and travel information in a German train station setting in the German language.

Chapter 22 was a transportation unit. During this chapter students had practiced reading a train schedule (24 hr. time) and had learned the terms needed to survive in the social situation of a German train station. We selected Hamburg for a role play that would also test oral proficiency.

In preparation for the role play, I asked students to give me the various bits of information they could think of in English in order to buy a ticket in a German train station. We brainstormed all the possibilities and put the German answers on the board. Students studied all the variations needed prior to the role play testing situation one week later.

On the test day, each student came up to my staged ticket window. I was the ticket agent each time. They were permitted no notes, but I did have a copy of the train schedule for them to see. (Who memorizes a train schedule, after all?) We carried on a conversation. They were required to ask for a ticket, designate it as one-way or round trip, which class, give any West European destination, check on departure and arrival times, and determine if they needed to transfer trains. The students who were best prepared encountered fewer questions from me. Sometimes I had them decide which train they wanted from two or three on the train schedule, etc. The last item was ticket cost.

Grading was based on whether they communicated their wishes clearly enough to obtain a ticket. If they lapsed into English, I pretended not to understand. All grades in my German II class on this exercise were either A or B. They performed well.

My best personal feedback on the role play came from an average student who commented afterward: "I could really go to Germany and do that now." He was very proud of himself, and I was, too.

For.Lan.-VI/JOB107(2)
10/24/87

Michele Tavoletti
May 8, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

At the beginning of the school year, I always ask my students whey they have elected to study a foreign language. The typical response is--I want to be able to speak and understand Spanish. I never receive a response that indicates that the student wants to study grammar and verb conjugations. Students today expect to learn to communicate about real things in the target language. The teacher is accountable to the students in the end. Keeping this in mind, we must choose activities which will allow the students to use real language to communicate in real situations. If our activities do not accomplish this, then our students will become frustrated and disenchanted with the foreign language class because we are not meeting the students' needs. Students know what they want to achieve, and they do not want for us to waste their time.

One way to teach, and to evaluate the students ability to use real language is by allowing students to create role-plays in the target language. To begin the activity, give the class a general situation like: ordering food in a Mexican restaurante. Present, to the entire class, a list of vocabulary, verbs, and expressions that will be useful to them in creating their role plays. The list should be reviewed by the entire class and the teacher, making sure that the students can pronounce all words, and are familiar with their meanings. Students should then be divided into small groups of 4-5, and given a more specific situation pertaining to the general situation like: "You are with friends on vacation in Mexico. You have a busy day planned, and want to have a quick light breakfast before you go off sight-seeing and shopping. Role play your conversation with the waiter who loves American tourists and wants to know all about the day you have planned." Students then need time to prepare and practice their role plays. Role plays are then presented by each group to the entire class, and the teacher evaluates their role plays in terms of effective communication, and quality of pronunciation.

For.Lan.-VII/JOB108(1)
10/24/87

Michele Tavoletti
May 8, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objective: To evaluate the students ability to communicate effectively in the target language.

Procedure:

1. Explain to entire class that they will be working together in small groups to create a role-play about a specific situation that you will give them. Explain that each group will have a slightly different situation, but that they will all have something to do with ordering food in a restaurant.

2. Review typical foods using the menu on page 65 of Nuestros Amigos.

3. Review typical phrases needed to order in a restaurant. These words and phrases should be on a paper which is distributed to the students.

4. Divide the class into small groups with 4-5 students per group.

5. Distribute to each group their specific situation related to the general topic.

6. Allow students 15-20 minutes to prepare their role plays, and to practice. At this time, teacher should circulate around the room giving help with grammar and pronunciation as needed.

7. Each group, one at a time, should go to the front of the room and present their role-play. The teacher should evaluate each role-play on the basis of accuracy of grammar and word usage, pronunciation and ability to communicate.

For.Lan.-VII/JOB108(2)
10/24/87

Diane Taylor
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

The idea of the mini-plots could not have come at a better time. The students are tired of everything; however, they usually don't mind speaking in Spanish. It served as a good review for the final exam as well as an oral quiz.

I used this with Spanish 3 and I used the topics from the textbook that we have been studying. We practiced them in class (in groups as well as with me). I then chose a day to test them on the various topics.

I believe that they really benefit from this type of activity. It is a much better way of testing than filling in blanks with conjugated verbs. One day a native speaker came into class and talked with the pupils instead of me. I like them to hear different accents. They talked about travel topics.

Especially on Fridays, I like to play a game with the students. I enjoyed Dr. Marrone's game about Pancho - and so do my students!!!

Diane Taylor
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objective: To evaluate students communication skills

Before beginning, we reviewed the topics as well as the procedure, since they had never done this before. I was taping the quiz, so I had to make sure the equipment was ready to go.

Each student came up individually and sat opposite me in the chair provided. He/she chose a mini-plot card at random and announced the one he had chosen to the class. If the student being tested needed help, he could ask it from one of the students (in Spanish, of course).

We stopped with a few minutes to spare, so I could listen to their comments and concerns. The general opinion was that it is a good and fair way to test their skills, and it is definitely more practical.

For.Lan.-VII/JOB109(2)
10/24/87

Joan Urbaniak
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

While I am eager to try Nila Marrone's Situaciones Mini-pilot materials, it seems to me that that material should be introduced at the beginning of the school year. To try to introduce it at this late date boarders on insanity. It will have to wait.

Another activity she presented to us was the Pancho Camancho exercise. Took about 5-7 minutes. Right in the range of our typical high school student's attention span. In the interest of non-conformity, I changed Pancho's name to Pepita Panetela. I asked for eight volunteers. I put eight infinitives on the board, and reviewed the pronunciation and meanings with the entire class. I then assigned one infinitive to each of the volunteers.

Next was to teach the phrase:

Pepita Panetela dice que tiene que <u>cantar</u>.

The student assigned the infinitive <u>cantar</u>, learned to respond:

No, no tiene que cantar, tiene que <u>descansar</u>.

Each student volunteer, in effect, "passes the buck" to a student with a different infinitive. I found my students really enjoyed this activity. It really made them pay attention because they never knew when they would have to respond next, and, without even realizing, they not only reviewed their infinitive forms, but they also practiced the <u>tener que+infinitive</u> construction which it seems some of them never did get the hang of prior to doing this exercise.

This exercise can be adapted to fit many different situations. Eight days left. I need all the help I can get.

For.Lan.-VII/JOB110(1)
10/24/87

Joan Urbaniak
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Objective: To review infinitive forms.
To internalize tener que + infinitive construction.

Method: Put eight infinitives on the board, practice pronunciation, review meanings.

Teach phrase: Pepita Panetela dice que tiene que cantar.

Ask for volunteers. Assign each of eight infinitives to one volunteer, who will substitute another infinitive in the rejoinder:

No, no tiene que cantar, tiene que descansar, etc.

Follow-up: Erase board. Have students write down as many things as they can remember that Pepita said she had to do. Extra credit points to students who can remember all eight.

For.Lan.-VII/JOB110(2)
10/25/87

Herb Ugalde
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Professor Marrone presented one of the most interesting and well organized sessions of the entire series. I found her comparison of language acquisition to playing a musical instrument very valid. The extensive supplementary materials both visual and written have given me a wealth of ideas on how to approach issues involving oral proficiency testing, the teaching of grammar, the role of reading and the importance of student involvement in the foreign language classroom.

Watching the videotapes of Professor Shamway from Yale have given me many ideas as to how to start teaching in the target language from the very first day of class. His technique on the wide use of cognates was also very interesting to me. I have used the mirror concept while teaching reflexive verbs in the past.

The comparison of achievement testing versus proficiency testing was interesting also. As teachers in the secondary level we become too achievement oriented. I will modify my evaluation techniques to include proficiency testing of my students as a result of this session.

It is apparent that more and more emphasis is being placed on the ability of foreign language students to communicate with native speakers. This is not done by reading passages and answering questions on it or by parroting drills.

Herb Ugalde
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson plan

Subject: Spanish III

Topic; Going to a dance

General Objective: Speaking

Micro-Skills:

1. to sustain a simple question/answer/comment conversation with a friend as to what time the dance takes place, where will it be held, who is giving the dance.

2. to make statements concerning appropriate clothing.

Advanced Organizer:

Go over vocabulary items on page 190 of the textbook dealing with make-up, hair styles, shaving, and other personal grooming items.

Teaching Procedure:

1. Use hand mirror to illustrate reflexive verbs in the unit: me afeito, me visto, me baño, me peino, me cepillo el cabello, etc.

2. Have students write verbs on board.

3. Play "Pancho Carrancho" as illustrated by Professor Marrone.

For.Lan.-VII/JOB111(2)
10/24/87

Sally Maichel Wiebe
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Prof. Marrone presented one of the most comprehensive, cogent, and well-organized of the seminars. In addition to her lecture, the supplementary materials, both written and visual offered strategies and concrete examples of how to approach oral testing, the use of role-playing in both teaching and testing, and the role of reading and grammar in the foreign language curriculum. Her presentation has prompted several changes in my general teaching strategy; as well as providing several innovative techniques. I intend to rebalance my grading system to assign approximately 40% of the grade to oral performance. Following so much discussion of ACTFL guidelines for proficiency testing and rating, I was pleased with the distinction made between classroom testing (achievement testing of limited materials) and proficiency testing (overall testing of ability to use language from everything one has learned). Our focus must be on "achievement testing," done fairly and periodically. I anxiously await publication of "Situations" in French as a valuable tool in designing teaching and testing activities, based on Marrone's "mini-plot" approach. I intend to assign more outside, supplementary reading as a means to strengthen vocabulary acquisition and heighten "awareness" of grammatical constructions. On a more immediate basis, I chose to experiment with Prof. Shamway's, Yale University approach to teaching reflexive verbs, using both a mirror and a clown doll as visual aids to involve students in "skill-using" activities, which sought to help develop "brain" grammar, as opposed to "teacher" grammar. Repetition of a concept in a real and contextualized setting seeks to internalize grammar and make it subconscious rather than an external, descriptive monitor reference. I used Cathy Linder's, "Oral Communication Testing" publication as a means to create a "mini-plot" activity based on shopping (au magasin) and used her positive reinforcement grading system (tres'bien, bien, passable, and merci). According to Marrone, anything worth teaching is worth testing, so it seems most appropriate to devise evaluative means to reward successful oral performance and encourage students to take oral activities seriously.

For.Lan.-VII/JOB112(1)
10/25/87

Sally Maichel Wiebe
May 9, 1987

Evaluating Communicative Skill Development in the Foreign Language Classroom

Lesson Plan

Subject: FRENCH LEVEL: Novice-High Topic: Shopping (Au Magasin)

General Objective: Speaking

Micro-Skills:
1. to sustain a simple question/answer/comment conversation in a shopper/clerk format dealing with item selection, price, size, color. 2. to express opinion and/or preferences. 3. to make statements concerning appropriate clothing for various activities. 4. make simple first person statements about daily routine activities using reflexive verbs. 5. describe third party activities using reflexive verbs.

Advanced Organizer:
Display French magazines, Elle, Marie-France, Marie-Claire
Pose question "Qu'est-ce qui est à la mode ce printemps? "Use this as format for vocabulary review/expansion with appropriate A'djective's-large, serré, long, court, en argent, élégant, etc. Introduce expressions - à la mode/dé mode.

Teaching Procedures:
1. Introduce 'je m'habille' as lexical item. Model "Si je vais a' l'église, je m'habilled'un costume. Variables: a la plage, a la boum, chez un ami, au stade, a la cérémonie de mariage. Review clothing. 2. Use hand mirror to illustrate "Je me regarde dans le miroir." Class passes mirror and repeats. Teacher substitutes "il/elle se regarde." Transfer concept to doll activities. Write verbs on board after oral activity describing doll activity/position: Use se lever, laver, coucher, maquiller, habiller, reposer. 3. Mini-Plot Activity. Class divides into pairs of shopper/clerk. Each pair prepares a role-play dialog for presentation to class, selecting 6 of the 10 question/answer/comment statements given them on a note card.

Ex: SHOPPER
1. Indicate your desire to purchase an item. 2. Indicate the reason for the purchase. 3. Indicate your color/style preference. 4. Ask for prices. 5. Ask for something cheaper/more elegant. 6. Ask to try on the item. 7. Comment on the fit/style/impression. 8. Inquire about credit card payment. 9. Make your selection or refuse to purchase. 10. Make an appropriate leave-taking.

Clerk
1. Offer aid to shopper. 2. Inquire about reason for the purchase. 3. Inquire or offer suggestions/comments. 4. Respond to price inquiries. 5. Indicate several sale items. 6. Give directions to the fitting room. 7. Comment on shopper's appearance. 8. Indicate that you accept Visa cards. 9. Package the item. 10. Thank shopper for his/her patronage.

Follow-Up Activity:
Prepare 5/6 oral statements which narrate your routine activities or fashion attitudes. Use both affirmative/negative statements. Include the verb/expressions: s'interesser à la mode, se lever, se laver, les cheveux, se maquiller, se regarder, s'habiller.